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ABSTRACT

This study was conducted to assess vocational program needs and development in Illinois correctional institutions. Specific objectives included the following: (1) to review results of efforts both nationally and in Illinois to meet the vocational needs of adult and juvenile offenders; (2) to conduct a survey of twenty-three correctional institutions offering vocational programs; (3) to follow up a selected sample of ex-offenders to identify their attitudes toward the type of vocational education programs offered; and (4) to provide recommendations for future programs or ancillary service development. The primary data-gathering instrument was a questionnaire, which was sent to residents, vocational instructors, administrative staff, vocational counselors, and correctional counselors at the institutions. In addition, further information was obtained through on-site visitations. The overall conclusion of the report is that a complete vocational process, from intake and diagnosis to placement, follow-up and feedback should be designed and implemented. The questionnaire, analysis of each questionnaire item, and analysis of open-ended questions are appended. (BB)

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ASSESSMENT FOR VOCATIONAL PROGRAM NEEDS AND DEVELOPMENT IN ILLINOIS CORRECTIONAL INSTITUTIONS

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Special thanks to Administrators and Vocational Instructors who aided in administering and gathering the questionnaire at each institution. It is because of their efforts that a significant sampling of respondents occurred, allowing a more complete assessment of attitudes, thoughts, and feelings about vocational program needs.

And finally, appreciation is sent to those who candidly and openly responded to questionnaire items, allowing a more thorough assessment of vocational program area strengths and weaknesses.

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I. INTRODUCTION

Grant #RDC-A7-261, "Assessment for Vocational Program Needs and Development in Illinois Correctional Institutions", was funded by the Illinois Division of Adult, Vocational and Technical Education for the period beginning October 1, 1976, and ending July 30, 1977.

The Request for Proposal described the activity goals as follows: "Determination of Vocational Program Needs and Priority Areas for Program Development in Correctional Institutions". The rationale and intent of this project activity, taken from the Request for Proposal is presented below.

> The thought of a vocational education program often denotes to the casual observer an entity existing within a formal educational setting. For many inhabitants of state correctional institutions, however, there is a great need for comprehensive vocational education programs that facilitate employment in a broad spectrum of occupations upon release from the institution.
>
> Nine adult and 13 juvenile institutions within the Illinois Department of Corrections provided vocational education for 3,074 incarcerated individuals in FY 1975, 111 less than the 3,185 served in FY 1974. Each institution submitted a One and Five Year Plan for Occupational Education for approval, funding and evaluation of their programs. The Illinois Department of Corrections often utilized vocational education reimbursement monies by entering into service contracts with area vocational centers, community colleges and universities for instructional purpose.

This activity proposes that a basic research study be conducted to determine if a need exists for vocational program development in Illinois correctional institutions and that recommendations be developed to identify potential priority areas for program or ancillary service development.

The intent of this new activity is: 1) to review results of efforts both nationally and in the Illinois Department of Corrections to meet the vocational needs of adult and juvenile offenders; 2) to conduct a survey of 23 correctional institutions offering vocational programs in an effort to identify current program and ancillary service offerings and needs; 3) to follow up a selected sample of ex-offenders to identify their attitudes toward the type of vocational education programs offered in the correctional institution and identify those needs as perceived by such ex-offenders, and; 4) provide recommendations for future program or ancillary service development for vocational education in correctional institutions in Illinois.

In response to the Request for Proposal, the following grant objectives were developed:

1. To review state and national literature of vocational education in correctional institutions.

2. To assess perceptions and attitudes relative to the value of existing vocational training programs in Illinois correctional institutions.

3. To assess perceptions relative to the types of vocational programs that should be offered.

4. To assess perceptions regarding the impact of vocational education on correctional clients.

5. To determine if academic deficiencies inhibit or restrict eligibility for some vocational training areas.

6. To determine the extent to which correctional clients have utilized vocational training.

7. To assess placement and follow-up practices of vocational program graduates.

8. To study the interface between vocational programs and public agencies.

9. To conduct a descriptive survey of budgets, course offerings and graduates, and evaluate relationships.

10. To analyze relationships between objective data and the custodial nature of the institutions.

11. To solicit the perceptions of public representatives concerning the employability of correctional vocational program graduates.

12. To identify occupational areas in Illinois that restrict the employment of ex-offenders or felons.

An advisory committee was formed, comprised of representatives from both the Illinois Division of Adult, Vocational and Technical Education, and the Illinois Department of Corrections. Committee meetings were scheduled, and the input of committee members was incorporated in the design and analysis of project activities.

Data Collection

The primary data-gathering instrument was a questionnaire which was used to obtain attitudes and perceptions from defined sub-groups. (A copy of the questionnaire is included in Appendix A.) A summary of questionnaire respondents appears below in Table I.

TABLE I

Number of Respondents by Type and Position

JUVENILE DIVISION	
Residents	337
Vocational Instructor	23
Administrative Staff	24
Vocational Counselor	10
Correctional Counselor	14
Total	408

ADULT DIVISION

Resident	563
Vocational Instructor	54
Administrative Staff	26
Vocational Counselor	7
Correctional Counselor	30
Total	680

During on-site visitations, further information was gathered relative to vocational trade areas, number of students, courses and budgetary data. Information was also collected from central administrative sources. Personal interviews completed the bulk of the data-gathering process.

II. ANALYSIS OF INDIVIDUAL PROJECT OBJECTIVES

OBJECTIVE ONE

To Review State and National Literature of Vocational Education in Correctional Institutions.

It has long been realized that general institutional work assignments have little practical utility outside the institution, and that few inmates use such "skills" upon release. These work activities are geared toward maintenance and meeting the daily needs of the institution. The attitude was supported by Oregon's State Board of Control (1969) who found that only 25-34 percent of the men sought jobs similar to institutional work assignments.

Because it is difficult to find meaningful work assignments for incarcerated individuals (actually, many institutions have a substantial percentage of clients who have no work to do), and, because many of these people have no significant job skills, it seems logical to deduce that vocational training is not only a required and responsible response to such a situation, but that it also has utility in reducing recidivism. Research by the Corrections Department of Texas (1974) indicated that the emphasis upon placement in training related jobs is justified and should be increased. However, they emphasize that the primary objective of vocational training in corrections is not met unless the trainee is ultimately employed in a training-related job upon release.

An evaluation of training under the Manpower Act (1971) indicated that trainees had significantly lower recidivism rates than control group members. Although the programs impact on the post-release employment success of the trainees was not clear, researchers considered the lower recidivism rates a reflection of greater employment success.

Miller (1972) concludes that a relationship between useful vocational training in prison and parole success has been found, although parole success is not completely predictable. He concludes that prison training programs should take into account such factors as job training that is associated with current and future labor needs in the free society, and capabilities and interests of inmates, and the social desirability of jobs in terms of their prestige and income for which inmates are to be trained.

There are, however, many contrasting opinions, research reports and related questions that remain. For example, NCCD's Research Center (1972) raises serious doubt on the assumption that unemployment is a major cause of recidivism. This conclusion was also reached by the Corrections Department of Minnesota (1971); Oklahoma's Vocational Rehabilitation Services (1967); the Corrections Department of Michigan (1969); and research in California by Dickover, Maynard and Painter (1971, pp. 4-30, 61-76, 89-100).

The above research offers the following additional conclusions: (1) the need for inmate improvement was not simply in the provision of skills, but in attitudes toward the working situation; (2) that long-term training programs during the transitional period between confinement and release are generally not effective, and responsibility

for his or her own rehabilitation and recognition of the need for change must be present or instilled in the inmate if rehabilitation efforts are to succeed; (3) that employment status had little relationship to post release success; (4) following release, when asked what importance vocational training had for them, more of the trainees of one study asserted that it allowed them to do something useful with their time in prison or that it gave them a chance to prove to themselves that they could do something and succeed, than asserted that vocational training gave them a means to earning a good living; and (5) the principal problems of ex-offenders identified by employers were absenteeism, alcohol, and drugs. Lack of skill was cited in only three (out of 33) instances. The principal reason for terminations was absenteeism.

When surveying the literature and observing the field of practice, it becomes evident that vocational training for incarcerated offenders involves a complicated matrix of many factors. Many felons leave institutions without meaningful vocational skills, yet do not recidivate. Clearly, then, the random selection of correctional clients for vocational training is going to offer little promise that they will avoid further crime.

A great amount of literature was reviewed, the above being a representative sample. Almost without exception, the literature described correctional vocational areas that were quite similar to those addressed in this grant activity. The programs and clients in the Illinois correctional vocational arena could not be regarded as unique when compared to other programs surveyed in the literature.

Further research and literature will be referred to in the final section concerning conclusions and recommendations.

OBJECTIVE TWO

To Assess Perceptions and Attitudes Relative to the Value of Existing Vocational Training Programs in Illinois Correctional Institutions.

An evaluation of on-site interviews and summary data from the questionnaire resulted in the following conclusions:

1. The respondents generally agreed that the resident learns how to effectively search out job openings and apply for them.

2. Support was given for the position that institutional vocational programs teach valuable skills.

3. Respondents generally agreed that vocational training does provide the skills necessary for employment when released. They also believe that vocational training does much more than merely give the correctional client something to do.

4. There was general support for the statement that vocational programs are an important part of "rehabilitation."

Respondents' concerns were not directed toward the "value" of vocational training per se, but rather the opportunity of the correctional client to receive specific training, placement and follow-up support. The real value was described as being successfully placed in a meaningful and related job position.

The reader is encouraged to refer to Appendix B and C for more information.

OBJECTIVE THREE

To Assess Perceptions Relative to the Types of Vocational Programs that Should be Offered.

When asked how they felt about the areas of vocational programs presently offered, instructors, administrators, and vocational and correctional counselors (Juvenile Division) all indicated dissatisfaction.

In the Adult Division, residents were rather evenly divided on the issue. Instructors and administrators indicated an overall satisfaction, although their responses were quite spread. The counselors were dissatisfied with the areas of programs that were offered.

All groups within both Divisions indicated strong support for a greater variety of vocational programs. Conversely, all groups in both divisions strongly opposed any reduction in the number of vocational programs offered.

There is a problem in defining "vocational training". There was concern expressed over the labeling of many institutional work assignments as vocational training, when in fact they were not.

More information about interests in specific courses is given in Appendix B and C.

OBJECTIVE FOUR

To Assess Perceptions Regarding the Impact of Vocational Education on Correctional Clients.

All groups in both Divisions strongly supported the position that residents who receive vocational training have a greater chance for a job when released.

When asked if a resident, upon release, would seek a job in the area in which he or she received vocational training, there was a wide range of responses among all groups.

All respondents were asked if they thought most residents would continue to use their vocational training when released. Again, a wide spread of responses resulted in a rounded median toward the center (between Agree and Disagree). Residents, both juvenile and adult, and instructors in the Adult Division did, however, more strongly support the belief that residents would continue to use their vocational training once released.

All groups basically agreed with the statement, "Vocational training reduces the chance of ex-offenders returning to prison." However, all groups further believed that this vocational training will not help the offender unless his attitudes and interests have also been changed.

There was strong support for the position that vocational training programs have a positive influence on the residents' self-concept, especially in regard to contact with vocational instructors.

The reader is again referred to Appendix B and C for more information.

OBJECTIVE FIVE

To Determine if Academic Deficiencies Inhibit or Restrict Eligibility for some Vocational Training Areas.

A review of the national literature indicates that many correctional clients have marked deficiencies in reading, writing and math skills. Such clients usually find unskilled jobs. The Illinois Department of Corrections, primarily through Title I, has been active in support of remedial and G.E.D. academic training.

While a basic level of academic functioning is required to benefit from vocational training, there were no major restrictions, per se. Remedial instruction is offered, either prior to or during vocational training, and a few institutions indicated a need to increase reading, writing and math skills prior to admittance into vocational programs. Numerous instructors and administrators felt that a G.E.D. should be used as a minimum criteria for admission into vocational training programs.

Further, there continues to be disagreement over whether or not vocational programs should be completely open to everyone, or only for "serious, qualified" students. It was felt by some residents, instructors and administrators that there was too much "warehousing" of residents in classrooms, and that more stringent entrance requirements would eliminate many of those who are indifferent and cause problems in the classroom. Some also felt the teacher should have more options and authority to remove the student who is unnecessarily disruptive.

The Juvenile Division overall reflected that institutional regulations and policies, staff decisions, a G.E.D., receiving

a passing grade in WECEP, test scores, or mental health may restrict or inhibit eligibility for some vocational areas. The Adult Division, overall, reflected that segregation, passing a specific entrance exam, achievement test scores, a G.E.D., grade level of performance, or reading, writing and math ability may restrict or inhibit eligibility for some vocational areas.

OBJECTIVE SIX

To Determine the Extent to which Correctional Clients have Utilized Vocational Training.

Residents feel that orientation to vocational programs is necessary and that more "hands-on" experiences, counseling, and testing should occur because it is helpful in making a decision as to vocational interest. Residents felt that after orientation they were able to select a somewhat suitable vocational area from possible alternatives. Residents further felt strongly that most residents would enroll in a vocational program. They also agreed that more residents should receive some type of vocational training. Moreover, residents felt they had an equal opportunity to enroll in a vocational area, but that a choice of vocational areas was restricted due to a limited variety of programs.

Residents learn how to write job resumes, acquire job interviewing skills and effectively search out job openings and apply for them. However, many residents felt this should be more extensive and continuously provided in all institutions.

Criticism of program utilization stemmed from dissatisfaction with vocational areas offered, lack of advanced training courses, lack of union involvement, old equipment, waiting lists, lack of stringent admission requirements, and administrative interference. (For more comments see Appendix C.)

Comparatively, figures in Tables II an III indicate that proportionately more residents are enrolled in academic areas than in vocational areas. Vocational courses also have lower enrollment figures when compared to the average daily population size of several institutions.

A plausible explanation for this occurence is that no distinction has been made between students enrolled in both vocational and academic areas. Therefore, academic enrollment is inflated. However, when comparing vocational enrollment with the daily population size, conclusions are obvious. The data suggests that residents in the Juvenile Division are thoroughly exposed to vocational areas through career exploration, work experience, counseling, and remedial education programs. In the Adult Division, however, the data suggests a lack of vocational exposure and participation when compared to the average daily population size of incarcerated adult offenders.

It becomes readily apparent that residents are interested in vocational programs, but several problems are incurred, either prior to entrance or during the program which prevent effective vocational training. Some basic problems are: long waiting lists, lack of variety, length of time to complete a program, time for assessment is too short, admission requirements are not met, or vocational training is completed too soon before release or parole. Advanced coursework should also be offered to further develop vocational skills.

TABLE II

Utilization of Vocational Career

Exploration and Awareness Programs[1]

JUVENILE INSTITUTIONS[2]	Daily Population Size	Number in Academic Area	Number in Vocational Area	Number who Completed Vocational Area
Channahon	30	30	30	Incomplete
Dixon Springs	41	18	21	Incomplete
DuPage	60	60	60	Incomplete
Geneva	130	115	76	60
Hanna City	77	25	40	36
Joliet	84	54	65	49
Kankakee	47	47	34	60
Pere Marquette	No Response Received			
St. Charles	195	140	195	*
Valley View	170	160	170	*

[1]Not intended for comparison of institutions as each is unique concerning population and security level. Residents often are enrolled in both academic and vocational programs.

[2]Average number of residents.

*Information not made available.

TABLE III

UTILIZATION OF VOCATIONAL PROGRAMS[1]

ADULT INSTITUTIONS[2]	Daily Population Size	Number in Academic Area	Number in Vocational Area	Number who Complete Vocational Area
Dwight	239	80	34	54
Joliet	600	130	30	120
Menard	2,400	87	433	43
Menard Psych.	No Response Received			
Pontiac	No Response Received			
Sheridan	270	135	95	106
Stateville	No Response Received			
Vandalia	700	324	210	192
Vienna	530	212	150	Incomplete

[1]Not intended for comparison of institutions as each is unique concerning population and security level. Residents often are enrolled in both academic and vocational programs.

[2]Average number of residents.

OBJECTIVE SEVEN

To Assess Placement and Follow-up Practices of Vocational Program Graduates

Residents, instructors, and administrators felt that vocational training provided the necessary skills for employment when released. Further, all respondents believe that vocational training increases a resident's chance for a job when released. Additionally, respondents felt that ex-offenders were not restricted in job opportunities available to them. They did, however, feel that many residents were not seeking a job in the vocational area for which they were trained, possibly due to a restricted time period in which to seek a job, low availability of appropriate jobs, unskilled jobs being more readily accessible, or the resident lacks necessary job seeking skills.

Residents, instructors, administrators and counselors in both the Juvenile and Adult Divisions were dissatisfied with the present job placement process. Accordingly, all respondents strongly agreed that there should be a central job placement office at each institution.

Tables IV and V indicate that many institutions do not have a formal job placement process for the resident. In fact, job placement for residents is presently done by: instructors who help find a job position for deserving residents; field services; friends; relatives; or agencies under the Model Ex-offender Program (MEP).

Model Ex-offender service units perform the bulk of formal community job placement. These service units have failed to furnish to state departments sufficient report data by which appropriate

administrative decisions can be made relevant to vocational training appropriateness, job placement areas, and follow up effectiveness. Feedback information to the various institutions concerning assessment, diagnosis, testing or counseling is especially lacking. Efforts made by these various service units under the Model Ex-offender Program need to be coordinated and the issue of reporting, placement, follow-up and feedback information needs to be addressed.

Respondents in both Juvenile and Adult Divisions stated that a meaningful follow-up program did not exist for residents in vocational programs. However, the Juvenile Division has presently undertaken efforts to provide follow-up information, but it is too early to make any meaningful conclusions. The Adult Division indicated little if any meaningful follow-up data available. It should be noted that Tables IV and V reflect that several responses were not received. However, on-site visits and comments substantiate the absence of follow-up data.

All respondents, except residents, in both juvenile and adult institutions supported follow up and contact after release. Residents appeared cautious in agreeing because the purpose for such follow up and contact was not specifically stated. Residents did, however, strongly support the idea of continued contact and follow up for purposes of obtaining meaningful employment or helping the resident use his vocational skills.

There must be a process developed whereby information can be provided to address the following issues: what type of offenders are meaningfully employed -- where and what type of jobs; what type of offenders are not finding meaningful employment, and why; how long does an offender remain employed in an area for which he or she was trained.

TABLE IV

ASSESSMENT OF JUVENILE DIVISION PLACEMENT

AND FOLLOW-UP SERVICES

JUVENILE INSTITUTIONS	PLACEMENT	PLACEMENT DUTIES[1]	FOLLOW-UP[2]
Channahon	No	1	Yes
Dixon Springs	Yes	3	Yes
DuPage	No	3	Yes
Geneva	No	2	Yes
Hanna City	No	1	Yes
Joliet	No	3	Yes
Kankakee	No	1	Yes
Pere Marquette	No Response Received		
St. Charles	No	1	Yes
Valley View	No	1	Yes

[1]The following values are represented: 1=Institutional service provided to the resident; 2=Field service provided to the resident; 3=Both Institutional and Field service provided to the resident.

[2]Current process under modification and evaluation.

TABLE V

ASSESSMENT OF ADULT DIVISION

PLACEMENT AND FOLLOW-UP SERVICES

ADULT INSTITUTIONS	PLACEMENT	PLACEMENT DUTIES[1]	FOLLOW-UP[2]
Dwight	No	2	Yes
Joliet	No	2	No
Menard	No	2	No
Menard Psych.	No Response Received		
Pontiac	No Response Received		
Sheridan	No	3	No
Stateville	No Response Received		
Vandalia	No	3	No
Vienna	No	3	Yes

[1]The following values are represented: 1=Institutional service provided to the resident; 2=Field service provided to the resident; 3=Both Institutional and Field service provided to the resident.

[2]Longitudinal data is lacking.

OBJECTIVE EIGHT

To Study The Interface Between Vocational Programs And Public Agencies

The Juvenile Division, with its primary emphasis on orientation, does not have a great amount of facilities or equipment for vocational training programs. The general attitude is that juvenile institutions should not attempt to secure and develop their own facilities and equipment. Rather, the juvenile offender should be integrated back into the community by direct involvement with public schools and vocational centers. The cost for the institutional development of programs is prohibitive; juveniles should be exposed to public rather than institutional programs; and juveniles more strongly support vocational training at public rather than institutional facilities.

Some examples of problems encountered in the use of public facilities are: inadequate resources for staff supervision and transportation to these facilities; negative attitudes, by the juveniles, toward reintegration back into the public school system; and some resistance by public staff towards the juvenile offender's presence in area vocational center programs.

Some recommendations include night classes and more contact time with instructors. Further, family interaction, in conjunction with training, was also regarded as important. This was supported in a study by Maskin and Flescher (1975). They concluded that a juvenile's self-concept increases to a greater degree when vocational training is paired with meaningful family interaction, and

that successful rehabilitation involves active integration of the delinquent and his or her family in the therapeutic process.

While the Juvenile Division is developing opportunities to participate in community programs and better utilize community resources, the focus of the Adult Division is to bring public resources into the institution. There was genuine support for contractual services with community colleges, and recommendations were made for their continuation and expansion. One of the main values appears to be economy--that is, community colleges can offer supplementary programs at less cost than if the institution attempted to expand and offer the same programs. Some institutions were hindered by limited access to community programs and resources due to their isolated locations.

Recommendations were made to bring in vocational-related guest speakers, union involvement and increased employment opportunities by allowing potential employers to interview residents.

OBJECTIVE NINE

To Conduct A Descriptive Survey of Budgets, Course Offerings and Graduates, and Evaluate Relationships

All groups felt that the present vocational programs were somewhat sufficient, but a greater variety of programs are needed. All respondents further indicated support for more supplies, improved and updated equipment, and an increase in vocational instructor's salaries.

Instructors felt residents should be able to take pre-vocational courses to supplement their vocational training area, e.g. blueprint reading. They also felt that residents should have improved access to related vocational and academic coursework.

There was support for advanced vocational coursework; the use of teacher aides; vocational reference libraries; more audio-visual equipment, and greater use of such equipment within the institutions; more support and coursework for older, and minority students; greater use of such aids as the PLATO System; support for a greater relationship between academic and vocational coursework; and support for the team approach to vocational selection, training and program retention.

Budgetary information, although not comparable between institutions, indicated overall that larger institutions were provided more monies for vocational training because of a greater number of residents in the general population. Title I monies appear to provide adequate assistance to numerous residents in obtaining their G.E.D. and remediating deficiencies in reading, writing and math abilities.

Correctional residents perceived institutional transfers as being disruptive of vocational training; others did not view this as a significant problem.

There needs to be an organized feedback system between vocational training areas, graduates, and employment. Moreover, there is a definite need to develop a system for job placement and follow up. There is insufficient data to determine the extent to which residents are completing courses, and virtually no data that describes whether the trainee was ever employed in the field in which he or she was trained. If the trainee was employed, there is no way of knowing how long he or she remained employed.

Periodic, locally directed team evaluations with the one and five-year plans have been quite effective and productive in evaluating vocational programs. Institutions have effectively used this information to provide better programs and training for residents. Institutions have also assisted program development through resident interest surveys and vocational instructor input. Updating instructors professional knowledge in their particular trade area as well as providing training courses geared toward the correctional setting were viewed as highly beneficial.

OBJECTIVE TEN

To Analyze Relationships Between Objective Data and the Custodial Nature of the Institution

Respondents are listed below according to departmental division and custodial levels.

TABLE VI

ADULT DIVISION

	Minimum	Medium	Maximum
Resident	157	149	253
Vocational Instructor	16	12	26
Administrator	3	11	12
Vocational Counselor	1	2	7
Correctional Counselor	9	7	14
TOTAL	186	180	314

JUVENILE DIVISION

	Minimum	Medium	Maximum
Residents	168	144	25
Vocational Instructors	12	7	4
Administrators	17	4	3
Vocational Counselors	6	4	2
Correctional Counselors	5	7	0
TOTAL	208	166	34

Adult Division

Differences are apparent among departmental positions (respondents) and the custodial level of the institutions in regard to attitudes toward budgets, facilities and vocational training. Respondents from maximum and medium custodial institutions indicated they had somewhat adequate equipment and supplies, but lacked sufficient facilities to accomodate and separate vocational classwork and shop work. Also, comparatively, the number of residents enrolled in vocational programs over the total daily population size was proportionately less at these custodial levels than at a minimum custodial level.

All respondents at a minimum custodial level strongly agreed that choice of vocational area, job acquisition skills, and necessary skills for later employment were provied by vocational training programs, whereas residents and counselors at medium or maximum custodial levels disagreed or strongly disagreed. This indicates that residents and counselors at minimum custodial levels were more optimistic about vocational training and it's potential upon release when it is completed closer to the parole date.

Objective data further indicates that minimum custodial level offenders possess better attitudinal characteristics, are proportionately more involved in vocational training, and perceive a greater value in vocational training than either medium or maximum level offenders.

Most minimum custodial level respondents felt that adequate facilities exist, whereas medium and maximum level respondents felt that their facilities were not adequate. Residents at a maximum level

are discontented with the way vocational courses are taught, especially in regard to having a guard present in the classroom. They feel that the instructor should have more authority to dismiss disruptive residents. Medium and maximum level residents also agreed that there are not enough programs available. Likewise, they felt that an equal opportunity did not exist to enroll in a vocational program, primarily because of waiting lists and admission restrictions based on G.E.D. or deficient reading, writing or math abilities. Yet, all respondents felt that there should be some type of admission requirements to insure a basic level of competency among students.

Most respondents at custodial levels indicated they wanted a central job placement office. Differences occurred in their attitudes toward later contact and follow up after release. Minimum level residents felt it would be beneficial, whereas medium and maximum level residents strongly disagreed with any contact or follow up after release.

All custody levels would like more advanced coursework, especially at a maximum level where release on parole occurs some time after completing a basic vocational area. Additional advanced training or institutional assignments related to vocational skills seem more appropriate at maximum or medium custody levels. Day work release and other community exposure would be beneficial at a minimum custody level. All levels felt union involvement would be beneficial.

A possible vocational training system flow among custodial levels could incorporate three phases. First, a maximum

custodial level would provide major diagnostic, assessment and counseling with basic vocational trade preparation related to institution work assignments and G.E.D. attainment. Medium custody levels would provide additional advanced coursework, community college involvement for higher educational degrees, and union involvement. Finally, minimum levels would provide job acquisition, job survival, and job retention skills; community work release; on-the-job training; direct union participation; job placement and follow-up services.

Juvenile Division

Differences exist between respondents and their respective custodial levels in regard to attitudes toward vocational training. Respondents at minimum custody levels were generally supportive, but not completely satisfied with the degree of skills (survival, job acquisition and retention) provided to residents. This belief was more prevalent at medium or maximum custody levels. Many respondents further disagreed with the way courses were taught. They felt that class warehousing occurred rather than individual instructor contact. They also felt that shop work and on-the-job community contact was lacking because of transportation and/or supervision cost factors. Table VI indicates support for individual instruction, on-the-job work experiences, and shop work. Further, most respondents were not satisfied with the variety of areas offered. Many respondents at minimum custody levels felt that there was an equal opportunity to partake of vocational orientation; whereas respondents at maximum custody levels did not. Additionally, respondents felt institutional work assignments

provided good vocational training because it taught work habits, discipline, and supervision to residents.

Most respondents at all custodial levels felt residents who received vocational training had a better chance for employment, but that job opportunities available to residents were restricted. Counselors indicated that even when training was provided, residents would not necessarily seek a related job. Many respondents indicated that vocational training reduced the chance of recidivism and positively changed a resident's self-concept; however, residents must want to change if this is to occur.

Most respondents at custodial levels further indicated a need for innovative curriculum; more hands-on experience; expanded survival, job acquisition and retention skills; more testing and counseling; better academic skills; more off-grounds employment; job projects; a job placement process and adequate follow-up data.

Perusal of course offerings and remedial instruction programs indicates a commitment to Title I monies to alleviate deficiencies in reading, writing and math abilities; guided group interaction to resolve personal problems; hands-on experience to introduce awareness of vocational areas; and finally work experience and career exploration(WECEP). Offerings appear sufficient in view of monies available.

A survival skills package should be standardized and made available to all residents in all institutions. Additionally, the perceived respondents dissatisfaction with WECEP needs to be examined with particular attention to enhancing community

employment opportunities and proviiding necessary transportation and supervision. Better methods of utilizing community resources to their full potential needs to be adopted since juvenile facilities do not provide vocational programs per se. A more comprehensive placement and follow-up service must be devised. In summary, the Juvenile Division should direct it's energies toward taking advantage of area vocational centers, community colleges, local businesses and industry. Federal monies should be sought by proposal to financially assist the resident during vocational training.

TABLE VII

Average Rank of Teaching Format Support by Type and Position*

ADULT DIVISION	Individual Instruction	Class-room	Shop Work	Open entry Open exit	On-the Job
Vocational Instructor	2	3	1	5	4
Administrative Staff	2	4	1	3	5
Vocational Counselor	1	3	4	5	2
Correctional Counselor	1	4	2	5	3
JUVENILE DIVISION					
Vocational Instructor	1	2	3	5	4
Administrative Staff	1	4	3	5	2
Vocational Counselor	1	4	3	5	2
Correctional Counselor	3	4	1	5	2

* Indicated by ranking from: 1 = most support to 5 = least support

OBJECTIVE ELEVEN

To Solicit the Perceptions of Public Representatives Concerning the Employability of Correctional Vocational Program Graduates

Various community businesses, labor groups, and civic groups were contacted in Illinois. Basic responses were ascertained from the following list of questions:

1. Do residents obtain jobs related to their vocational training?
2. Do residents have adequate skills to perform their job?
3. Do residents accept supervision well?
4. What problems do residents have in obtaining a job?
5. Are you familiar with vocational training programs in the various correctional institutions?

Local businesses and labor groups were unable to sufficiently answer Question one. Many people, however, felt that friends and relatives provided the basic assistance necessary to gain some type of employment. Moreover, many felt that a lack of union membership and involvement was a drawback in gaining meaningful vocational employment. Likewise, respondents were unable to answer whether or not residents in vocational programs had adequate skills to perform their job once released. Several people indicated that the type of job they had available only required a general knowledge and was not a position requiring any special skills. Additionally, individuals contacted thought that an ex-offender's attitude determined to a large extent whether or not they performed well on the job. Accepting supervision was not felt to be a major concern. In response to Question four, numerous individuals reflected that

an employers' prejudice against offenders because of the type of offense committed, availability of job openings in certain vocational areas, resident's attitude, age, or appearance, and lack of potential employers being identified who would hire ex-offenders, contributed to the list of possible problems an ex-offender may incur.

Further, respondents indicated they would not reject a resident's application because of a criminal record. However, some persons stated that residents with particular offenses would not be considered due to the nature of the business. Most persons, in answering Question five, had no knowledge whatsoever about vocational training in the several state correctional institutions. However, some individuals, through contacts with the Juvenile Division, were aware of the vocational career exploration and awareness program because field trips were made to their place of business.

In summary, little if any knowledge is apparent on the part of business and labor groups concerning vocational training in institutions, or the specific skills of ex-offenders. Likewise, with friends and relatives finding employment for the majority of ex-offenders, it becomes clear that a public relations department needs to be established with the responsibility for increasing public and business awareness of vocational training in state institutions and the kinds of skills ex-offenders have when released.

OBJECTIVE TWELVE

To Identify Occupational Areas in Illinois that Restrict the Employment of Ex-offenders or Felons

In recent years a growing concern in "correctional rehabilitation" has begun to emerge and focus on employment and employment problems of ex-offenders. This is substantiated by numerous studies which indicate that the higher the employment rates of ex-offenders the lower the rate of criminal recidivism, suggesting that a job provides the ex-offender with necessary skills to resist returning to criminal activity. If a relationship were bonded between vocational programs aimed at "rehabilitation" and later meaningful employment in a related trade, employment of offenders would become an established objective of the correctional process.

The employment problems of ex-offenders is staggering. Their unemployment rate far exceeds that of other persons in the labor market (Pownall, 1969). Some offenders do not find suitable jobs because of poor prior work experience, little education, no skills, or bonding requirements. Others are barred from jobs because of laws, regulations or practices, as well as subtle employer discrimination because of the type of offense committed. There is no simple or easy answer to employment problems of ex-offenders. However, a commitment to remedial education, counseling, vocational training, job placement, follow up, and feedback would improve their employability.

Legal employment restrictions could occur for any of the

following reasons:

1. Criminal offense as grounds for denying a license.
2. Applicant doesn't possess good moral character.
3. Applicant displays moral turpitude, and a criminal record.

Employment restrictions occur in the following work fields in Illinois (Hunt, et. al., 1976)

Criminal Offense

Dental Hygienist
Explosive Dealer
Feeder Swine Dealer
Foreign Exchange Dealer
Motor Vehicle Dealer
Petshop Owner/Dog Dealer
Safety Deposit Box Agent
Securities Agent/Broker/Salesman

Lack Good Moral Character

Attorney
Bondsman (Bail)
Florist
Horse Shoer
Insurance Agent/Broker
Land Surveyor
Remittance Agent
Sanitarian
Shorthand Reporter
Teacher

Display Moral Turpitude and have a Criminal Record

Architect
Barber, Apprentice
Barber, Instructor
Certified Public Accountant
Business School Operator
Chauffeur
Chiropodist
Chiropractor
Dentist
Embalmer
Engineer
Employment Agency Operator
Financial Planner
Funeral Director

Horsemeat Processor
Horse Racing
Midwife
Nurse, practical/vocational
Nurse, professional/registered
Nursing Home Administrator
Optometrist
Osteopath
Pharmacist
Physical Therapist
Physician
Psychologist
Real Estate Agent/Broker
Social Worker
Tree Expert
Veternarian
Well Driller/Contractor

In summary, the restricted vocational fields outlined above are not directly related to the variety of programs that residents, instructors, administrative staff and counselors would like offered. Additionally, content analysis of statements made concerning program offerings indicate a basic group consensus (see Appendix C, Question 47). Therefore, of primary concern is coordination of vocational training with union involvement as well as supplementary governmental hiring of ex-offenders. A campaign is needed addressing union involvement and support with apprenticeship programs and membership. Likewise, barriers to governmental agencies hiring ex-offenders need to be identified and addressed--particularly the subtle hiring politics surrounding character; psychological fitness; level of education; and any delay in hiring ex-offenders, thereby complicating work release and parole plans. Additionally, business and labor groups should be informed and involved by visiting institutions and providing employment openings.

III. SUMMARY

This study was conducted to assess vocational program needs and development in Illinois' correctional institutions. An advisory committee was formed, comprised of representatives from the Illinois Division of Adult, Vocational and Technical Education, and the Illinois Department of Corrections. Through individual contact and scheduled meetings, the input of committee members was incorporated in the design and analysis of project activities.

Objectives were developed in accordance with the rationale and intent of the project as outlined in the Request for Proposal. A questionnaire was prepared and pretested, then administered to administrative staff, vocational instructors, vocational counselors, correctional casework counselors, and residents within all institutions in the Adult and Juvenile Divisions. Table I has a breakdown of the 1088 questionnaire respondents. A copy of the questionnaire is included in Appendix A, and further analysis of individual items appear in Appendix B and C.

Project staff conducted personal visits to all correctional facilities to interview residents and staff, and gather particular information regarding such areas as budgets, enrollment, programs and course offerings. Information was also gathered from local and central administrative sources.

IV. CONCLUSIONS AND RECOMMENDATIONS

The most predominent areas of concern are placement and follow-up. Kuhl (1972) supported the need for this in his research with juveniles. The great value and requirement of placement, follow-up and feedback for juveniles was also reported in work by Starkey (1973), Slotkin (1973), Royalty (1971), Lobenthal (1965), Copus (1972), and Whitson (1976).

For adult offenders in Illinois, the concern over placement, follow up and feedback is just as acute. The need and value for these activities parallels conclusions reached by Palmer/Paulson Associates (1972), Torrence (1967), RCA Institutes, Inc. (1972), Murray (1970), Hurd, et. al. (1974), Bennight (1975), ABT Associates (1971), and Zivan (1975).

For juveniles in Illinois' institutions, there has been progress in developing a meaningful reporting system. Such efforts should be rewarded and expanded. It is essential that there be a meaningful feedback and reporting system between the institutions, job coaches, parole and field services and employers in the field.

The problems of communication and feedback relative to vocational training and placement appear to be even more critical within the Adult Division. For example, the administration of institutions is largely detached from the administration of field services. There

appears to be little communication or feedback between these two administrative areas.

A central office and reporting system should be considered. Such an office could compile and coordinate vocational training and placement data from such related, yet administratively detached areas, as institutions, work release centers, field services, and model ex-offender placement programs. Feedback from these sources, and community vocational opportunities, should be made available to institutional training programs and vocational counselors.

Part of this supporting system should include location of ex-offender employment, the type of job, and whether it was related to specific training. This feedback system should improve and make more relevant diagnostic services, e.g. counseling, testing and assessment. While recognizing that paroled or released ex-offenders are sometimes reluctant to cooperate, and that there are a limited number of personnel, it is strongly believed that a more effective system could still be designed utilizing existing resources.

Closely aligned with job placement, follow-up and feedback are concerns related to work release and involvement with labor unions. It is vital that more emphasis be placed on matching vocational training and available community jobs through work release placement. Too often, an offender is released to a work release center, then is not able to find employment related to his or her vocational training. Vocational counselors at the work release centers should more closely communicate job opportunities to the vocational programs within the institutions. One simple technique would be for each work release center to periodically submit a list of available employment opportunities to each institution.

There are no clear or legal occupational restrictions relative to the trade areas most residents are interested in. Yet, subtle discrimination continues because of certain offenses. Some vocational trade areas selected by residents are union-related (e.g. welding and carpentry). More emphasis should be made to work closely with labor unions and solicit their cooperation in endorsing at least apprenticeship skills learned by residents and making more employment opportunities available to them through union locals.

In the area of programs, the Juvenile Division should be encouraged to expand and universally apply job survival, job acquisition and job retention skills. The WECEP program should be reviewed, and resources made available to the juveniles integrated into community education and employment areas. Community vocational centers must be more fully utilized. Perhaps Basic Equal Opportunity Grant or Illinois State Scholarship Commission monies could be expanded in this area.

The community college programs in the Adult Division are generally well received and appeared to be providing excellent services relative to cost. Their involvement should be continued and expanded.

More vocational library materials should be made available to all residents.

Title I has provided excellent remedial academic services to alleviate deficiencies in reading, writing, and math abilities of numerous residents and should be expanded.

In spite of rising costs and diminished budgetary resources, the Department of Corrections and its school district have done remarkably well in maintaining services. Nevertheless, more money must be made available if the rehabilitative potential of vocational and academic education is to be realized.

The team approach, as used with vocational students in some institutions appears to be an effective method of communicating with the offender and should be encouraged.

The learning environments in some institutions are not conducive to vocational coursework. Classroom education and shop work should not occur side-by-side or simultaneously. Inadequate facilities may be partly responsible, yet the total learning environment could often be improved through changes in scheduling and a decreased involvement in warehousing students.

There are a surprising majority of people, including those involved in the Department of Corrections institutional and community vocations, who are unaware of the types of vocational training being conducted in the various state correctional institutions. These training areas should be publicized throughout the Department of Corrections, community agencies, and the public in general.

Expanded emphasis should be placed on job fairs, career days, and bringing in guest speakers and community employers. These vocational training programs must be publicized and communicated to people outside the institution, especially potential employers.

Even though women comprise a small percentage of the state's correctional residents, their needs have not been sufficiently met. Facilities, staffing, and types of programs available for them were limited. Women need more support for vocational training and courses that meet their particular needs. Spencer and Berecochea (1970) support this conclusion.

When reviewing the national literature regarding evaluation and recommendations for correctional vocational programming, one

finds distinct similarities between existing nationwide programs and those in Illinois. And, not surprisingly, problem areas and recommendations toward improvement are also similar.

For example, Gwozdecki (1970) found that less than one-third of institutional trainees had been placed in jobs for which they were trained. Sacks (1975) discussed the numerous difficulties in finding meaningful employment for ex-offenders. Miller (1972) concludes that job training in institutions does not always keep up with the job demand in a free society, and that inmates should be freed from routine, mundane institutional assignments.

Among conclusions reached by Sedlak (1975), in his study of 205 ex-offenders, was that recidivism of ex-offenders varies inversely with their postrelease employment. Parole success was influenced, in part, by making available to them, upon release, the type of employment opportunities for which they had been trained.

Reports conducted by locally directed evaluation teams on institutional vocational programs also parallel conclusions of this project. These reports have provided excellent evaluations and recommendations which have strengthened the various vocational programs. They further support the need for placement and follow-up services.

The overall conclusion of this report is that a complete vocational process, from intake and diagnosis to placement, follow-up and feedback should be designed and implemented. The rationale for this is based on a need for information about employment and its relationship to training; accountability of vocational programs;

the provision of better counseling services; effecting more desirable agency decisions; and making available information in which to better isolate and identify factors related to recidivism.

One way of designing a feedback system would be to develop mechanisms, on a pilot basis, at distinctly different institutions. Such a system could then be implemented eventually at all institutions and incorporate all areas related to the training, employment and follow-up of the offender. It is anticipated that such a system could be designed by creating a process that would more effectively unite existing components with little additional cost.

Additional research data, both from this grant and nationwide studies, are available, and sample PERT charts have been prepared which identify strengths and weaknesses in the overall process flow. Continued involvement in the design and development of such a feedback system is strongly recommended.

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APPENDIX A

QUESTIONNAIRE

The questionnaire was divided into four sections and five open-ended questions. Responses to each item are reviewed in Appendix B and C.

Administrative staff, vocational instructors and counselors from both the Adult and Juvenile Division responded to pertinent items.

Adult Division residents responded to all but Section II. Juvenile Division residents responded to all but Sections II and IV.

VOCATIONAL PROGRAM SURVEY

Section I

Please check or write your response to the following:

1. Name of this institution_____.

2. Security classification of this institution:
   a) minimum _____
   b) medium _____
   c) maximum _____

3. Type of institution:
   a) juvenile _____
   b) adult _____

4. Your position is:
   a) correctional resident _____
   b) vocational instructor _____
   c) administrative staff _____
   d) counselor (please specify area)_____.

5. CORRECTIONAL RESIDENT OR VOCATIONAL INSTRUCTOR:
   Please list your vocational trade area:

   _____.

6. Your age is _____.

7. Sex:
   a) male _____
   b) female _____

8. Race:
   a) Caucasian _____
   b) Black _____
   c) American Indian _____
   d) Spanish _____
   e) Oriental _____
   f) Other (please specify) _____

9. Marital Status
   a) single _____
   b) married _____
   c) divorced _____
   d) separated _____
   e) widowed _____

Section II

This section is only for administrative staff, vocational instructors, or counselors.

1. Please indicate the highest degree you have received:
   a) G.E.D. _____
   b) high school _____
   c) trade school _____
   d) associate _____
   e) bachelor's _____
   f) master's _____
   g) doctorate _____

2. How many years have you worked in your current job position? _____ (Include other institutions in which you worked in this position.)

3. Which teaching formats describe vocational training at this institution (check all that apply):
   a) individualized programmed instruction _____
   b) classroom approach _____
   c) shop work _____
   d) open entry/open exit _____
   e) on-the-job field experience _____

4. I am presently working:
   a) full time _____
   b) part time _____

5. Please indicate your support for the following teaching formats by rank-ordering them. (1 = most support; 5 = least support)

   _____ individualized programmed instruction
   _____ classroom approach
   _____ shop work
   _____ open entry/open exit
   _____ on-the-job field experience

Section III

Please circle your answer to the following statements. This is not a test. The best answer is the one that indicates your true thoughts and feelings.

SA = Strongly agree with the statement.
A = Agree with the statement.
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement.
SD = Strongly disagree with the statement.

1.	The correctional resident is given a complete orientation to the world of work before looking at vocational training programs.	SA	A	N	D	SD
2.	The orientation assists the resident in selecting the vocational training best for him or her.	SA	A	N	D	SD
3.	The resident is able to select a vocational area that will fit his or her needs and interests.	SA	A	N	D	SD
4.	Residents learn to write job resumes.	SA	A	N	D	SD
5.	Residents learn effective job interviewing skills.	SA	A	N	D	SD
6.	The resident learns how to effectively search out job openings and apply for them.	SA	A	N	D	SD
7.	Vocational programs teach valuable skills.	SA	A	N	D	SD
8.	Training in a vocational program provides the necessary skills for employment when released.	SA	A	N	D	SD
9.	Vocational training programs give the residents something to do while incarcerated, rather than teach them valuable job skills.	SA	A	N	D	SD
10.	Most residents in this institution would enroll in vocational training programs, if available.	SA	A	N	D	SD
11.	Every correctional resident should receive some type of vocational training.	SA	A	N	D	SD

12.	Residents who receive vocational training have a greater chance for a job when released.	SA A N D SD
13.	Ex-offenders are restricted in the job opportunities available to them.	SA A N D SD
14.	When released, a resident will seek a job in the area in which he or she received vocational training.	SA A N D SD
15.	Most residents will continue to use their vocational training after release from an institution.	SA A N D SD
16.	Vocational programs are an important part of "rehabilitation".	SA A N D SD
17.	Vocational training reduces the chance of ex-offenders returning to prison.	SA A N D SD
18.	Vocational training will not help the offender unless his attitudes and interests have also been changed.	SA A N D SD
19.	Vocational training programs have a positive influence on how residents feel about themselves.	SA A N D SD
20.	There should be a central job placement office at this institution for residents who are released.	SA A N D SD
21.	I am satisfied with the present job placement process.	SA A N D SD
22.	I believe there should be more follow-up and contact with the resident after release.	SA A N D SD
23.	Contact should be continued for at least six months after release to help residents use vocational training skills.	SA A N D SD

Section IV

24.	The facilities for vocational training in this institution are adequate.	SA A N D SD
25.	Teachers are concerned about students in the vocational programs.	SA A N D SD
26.	I am satisfied with the way vocational courses are taught here.	SA A N D SD
27.	I am satisfied with the areas of vocational programs presently offered here.	SA A N D SD
28.	There should be a greater variety of vocational programs offered here.	SA A N D SD
29.	There should be fewer vocational programs offered here.	SA A N D SD
30.	All residents have an equal opportunity to enroll in a vocational training program.	SA A N D SD
31.	I am satisfied with the way residents are matched with a vocational trade area.	SA A N D SD
32.	There should be more "hands-on" experience before a vocational trade is selected.	SA A N D SD
33.	There should be more testing before a vocational trade is chosen.	SA A N D SD
34.	There should be more counseling before a vocational trade is chosen.	SA A N D SD
35.	A meaningful follow-up program exists for those residents who have taken vocational training.	SA A N D SD
36.	Vocational training should include higher-level courses that teach advanced job skills.	SA A N D SD

37.	Vocational training programs are most beneficial when completed just before the resident leaves the institution.	SA A N D SD
38.	Labor union involvement with vocational training programs would be beneficial to the resident.	SA A N D SD
39.	Many residents are restricted in vocational training because they are denied a transfer to an institution that has the trade they want.	SA A N D SD
40.	Institutional transfers frequently keep residents from completing training in a vocational trade area.	SA A N D SD
41.	It is important for a resident to have good academic skills to be successful in a vocational training program.	SA A N D SD
42.	Institutional work assignments provide good vocational training.	SA A N D SD
43.	Open entry/open exit programs are an effective approach to vocational training.	SA A N D SD
44.	Institutional work release programs provide good vocational training.	SA A N D SD

45. What suggestions do you have for improving the vocational programs at this institution?

46. What have you found helpful about the vocational programs at this institution?

47. What vocational programs, besides those already existing, would you like to see at your institution?

48. What vocational programs would you like to see dropped?

49. Other comments or questions:

APPENDIX B

INDIVIDUAL ANALYSIS OF

QUESTIONNAIRE ITEMS 1-44

Responses to the following questionnaire items are separated into Adult and Juvenile Divisions and each contain responses from various positions. A contingency table provides a frequency distribution of responses by classificatory variables which range from strongly agree to strongly disagree with the statements. These joint frequency distributions were statistically analyzed by the chi-square test of significance to determine whether or not the group responses were statistically independent. The Chi-square formula is:

$$X^2 = \sum_i \frac{(f_o - f_e)^2}{f_e}$$

This formula compares observed and expected responses in each cell.

The contingency coefficient provides a measure of association for three or more independent and dependent nominal categories which describes the degree to which values of one variable vary with those of another. The contingency coefficient formula is:

$$C = \left(\frac{X^2}{X^2+N}\right)^{1/2}$$

The Chi-square test will not indicate which groups were more or less in agreement with a statement, hence the rounded median. A high probability level suggests agreement among the different groups on a particular statement. For example: Question 27 indicates a probability level of $p < .76$ for juvenile respondents which suggests a high agreement among all groups as verified by the rounded median values; whereas, adult respondents indicated $p < .0001$ which suggests different group responses as verified by the different rounded median values.

Question 1: The correctional resident is given a complete orientation to the world of work before looking at vocational training program.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	38	136	61	64	38	4
Instructor	2	4	4	7	6	2
Administrator	3	4	7	9	1	3
Voc. Counselor	0	1	1	6	2	2
Correct. Counselor	1	3	2	4	4	2

$X^2 = 32.7$ df = 16 $p < .008$ C = .29

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	71	140	84	146	122	3
Instructor	9	18	9	9	9	4
Administrator	4	7	4	7	4	3
Voc. Counselor	3	1	0	1	2	4
Correct. Counselor	1	9	5	12	3	2

$X^2 = 18.3$ df = 16 $p < .31$ C = .16

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 2: The orientation assists the resident in selecting the vocational training best for him or her.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	46	140	57	62	32	4
Instructor	3	4	9	4	3	3
Administrator	3	9	6	5	1	4
Voc. Counselor	1	3	1	2	3	2
Correct. Counselor	2	3	3	3	3	3

$X^2 = 18.3$ df = 16 p< .30 C = .21

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	92	161	96	120	94	3
Instructor	16	18	8	6	6	4
Administrator	5	8	8	4	1	4
Voc. Counselor	2	2	0	2	1	4
Correct. Counselor	2	11	8	8	1	3

$X^2 = 24.1$ df = 16 p< .09 C = .18

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 3: The resident is able to select a vocational area that will fit his or her needs and interests.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	54	113	47	78	45	3
Instructor	4	6	4	3	6	3
Administrator	3	10	4	6	1	4
Voc. Counselor	0	2	2	2	4	2
Correct. Counselor	1	1	5	2	5	2

$X^2 = 25.3$ df = 16 $p < .06$ C = .24

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	107	210	73	83	90	4
Instructor	13	21	10	5	5	4
Administrator	4	10	5	6	1	4
Voc. Counselor	3	0	1	3	0	3
Correct. Counselor	2	12	5	9	2	3

$X^2 = 26.2$ df = 16 $p < .05$ C = .19

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 4: Residents learn to write job resumes.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	43	109	62	85	38	3
Instructor	4	6	5	5	3	3
Administrator	3	9	5	7	0	4
Voc. Counselor	0	6	1	2	1	4
Correct. Counselor	1	5	1	4	3	2

$X^2 = 10.9$ df = 16 p< .81 C = .16

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	54	150	149	128	82	3
Instructor	10	30	6	6	2	4
Administrator	5	12	8	1	0	4
Voc. Counselor	4	2	0	0	1	5
Correct. Counselor	1	15	10	2	2	5

$X^2 = 68.1$ df = 16 p< .00001 C = .30

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 5: Residents learn effective job interviewing skills.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	71	140	56	40	30	4
Instructor	7	8	4	1	3	4
Administrator	4	12	3	5	0	4
Voc. Counselor	2	5	1	2	0	4
Correct. Counselor	1	4	3	5	1	3

$X^2 = 16.9$ df = 16 p< .39 C = .20

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	60	162	141	128	72	3
Instructor	9	26	12	5	2	4
Administrator	6	11	8	1	0	4
Voc. Counselor	2	4	0	0	1	4
Correct. Counselor	2	14	7	6	1	4

$X^2 = 37.8$ df = 16 p< .001 C = .23

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 6: The resident learns how to effectively search out job openings and apply for them.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	62	143	54	50	28	4
Instructor	3	7	9	2	2	3
Administrator	3	12	4	5	0	4
Voc. Counselor	1	6	0	2	1	4
Correct. Counselor	1	2	2	6	3	2

$X^2 = 27.8$ df = 16 $p < .03$ C = .25

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	62	125	141	151	82	3
Instructor	8	18	16	9	3	3
Administrator	5	12	8	1	0	4
Voc. Counselor	2	4	0	0	1	4
Correct. Counselor	2	11	9	6	2	3

$X^2 = 36.1$ df = 16 $p < .003$ C = .33

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 7: Vocational programs teach valuable skills.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	64	169	54	32	18	4
Instructor	10	6	3	1	1	5
Administrator	7	13	3	1	0	4
Voc. Counselor	3	3	2	1	1	4
Correct. Counselor	3	6	2	1	2	4

$X^2 = 20.9$ df = 16 $p < .18$ C = .22

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	234	240	52	19	18	7
Instructor	45	9	0	0	0	5
Administrator	13	11	2	0	0	4
Voc. Counselor	2	4	0	0	1	4
Correct. Counselor	11	10	6	2	1	4

$X^2 = 45.5$ df = 16 $p < .0001$ C = .25

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 8: Training in a vocational program provides the necessary skills for employment when released.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	65	146	68	41	17	4
Instructor	7	8	6	1	1	4
Administrator	3	7	8	3	3	3
Voc. Counselor	0	4	4	2	1	3
Correct. Counselor	2	2	1	7	2	2

$X^2 = 33.8$ df = 16 $p < .006$ C = .28

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	177	234	98	33	21	4
Instructor	31	22	1	0	0	5
Administrator	5	15	5	1	0	4
Voc. Counselor	1	0	3	2	1	3
Correct. Counselor	4	14	7	3	2	4

$X^2 = 48.4$ df = 16 $p < .00001$ C = .26

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 9: Vocational training programs give the residents something to do while incarcerated, rather than reach them valuable job skills.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	40	109	70	93	25	3
Instructor	2	5	4	7	5	2
Administrator	0	6	8	9	1	3
Voc. Counselor	0	4	1	3	0	3
Correct. Counselor	1	8	3	0	2	4

$X^2 = 23.0$ df = 16 $p < .11$ C = .23

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	59	100	113	157	134	2
Instructor	3	0	5	26	20	2
Administrator	0	3	10	6	7	2
Voc. Counselor	0	1	4	2	0	3
Correct. Counselor	1	8	11	8	2	3

$X^2 = 49.9$ df = 16 $p < .00001$ C = .26

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 10: Most residents in <u>this</u> institution would enroll in vocational training programs, if available.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	80	138	73	34	12	4
Instructor	9	9	2	1	2	4
Administrator	8	14	1	1	0	4
Voc. Counselor	3	6	0	1	0	4
Correct. Counselor	3	8	2	1	0	4

$X^2 = 18.3$ df = 16 p< .30 C = .21

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	141	207	139	50	26	4
Instructor	19	14	17	3	1	4
Administrator	4	13	5	4	0	4
Voc. Counselor	0	4	3	0	0	4
Correct. Counselor	1	14	9	5	1	4

$X^2 = 24.5$ df = 16 p< .08 C = .19

<u>Response Choice</u>

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 11: Every correctional resident should receive some type of vocational training.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	136	140	34	15	12	4
Instructor	12	4	2	5	0	5
Administrator	6	11	3	4	0	4
Voc. Counselor	1	6	1	2	0	4
Correct. Counselor	10	2	0	2	0	5

$X^2 = 35.9$ df = 16 $p < .003$ C = .28

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	236	170	114	23	16	4
Instructor	16	19	9	7	3	4
Administrator	1	12	5	4	4	4
Voc. Counselor	1	0	2	3	1	2
Correct. Counselor	5	11	8	4	2	4

$X^2 = 60.4$ df = 16 $p < .00001$ C = .29

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 12: Residents who receive vocational training have a greater chance for a job when released.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	97	170	40	23	7	4
Instructor	11	10	2	0	0	4
Administrator	2	17	4	0	1	4
Voc. Counselor	3	6	0	1	0	4
Correct. Counselor	4	3	6	1	0	4

$X^2 = 28.1$ df = 16 $p < .03$ C = .25

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	217	208	83	28	27	4
Instructor	37	15	1	1	0	5
Administrator	8	14	4	0	0	4
Voc. Counselor	2	4	1	0	0	4
Correct. Counselor	9	16	4	0	1	4

$X^2 = 32.9$ df = 16 $p < .008$ C = .22

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 13: Ex-offenders are restricted in the job opportunities available to them.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	32	105	91	67	42	3
Instructor	10	6	4	2	1	4
Administrator	6	17	1	0	0	4
Voc. Counselor	1	5	1	1	0	4
Correct. Counselor	2	7	3	2	0	4

$X^2 = 56.0$ df = 16 $p < .0001$ C = .35

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	158	155	145	60	45	4
Instructor	7	30	7	7	3	4
Administrator	5	16	3	2	0	4
Voc. Counselor	2	2	2	0	1	4
Correct. Counselor	9	14	5	0	2	4

$X^2 = 40.0$ df = 16 $p < .0008$ C = .24

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 14: When released, a resident will seek a job in the area in which he or she received vocational training.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	41	108	115	56	17	3
Instructor	4	8	8	3	0	4
Administrator	1	10	12	1	0	3
Voc. Counselor	0	2	4	3	1	3
Correct. Counselor	0	3	3	7	1	2

$X^2 = 24.4$ df = 16 $p < .08$ C = .24

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	77	185	217	55	29	3
Instructor	3	32	17	2	0	4
Administrator	1	8	16	1	0	3
Voc. Counselor	0	3	3	1	0	3
Correct. Counselor	1	6	17	6	0	3

$X^2 = 38.4$ df = 16 $p < .001$ C = .23

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 15: Most residents will continue to use their vocational training after release from an institution.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	57	136	92	46	6	4
Instructor	5	4	10	4	0	3
Administrator	1	8	10	5	0	3
Voc. Counselor	0	2	5	2	1	3
Correct. Counselor	0	2	8	4	0	3

$X^2 = 28.8$ df = 16 $p < .03$ C = .26

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	73	214	196	55	25	4
Instructor	9	28	14	3	0	4
Administrator	0	11	13	2	0	3
Voc. Counselor	0	3	3	1	0	3
Correct. Counselor		9	10	11	0	3

$X^2 = 41.5$ df = 16 $p < .0005$ C = .24

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 16: Vocational programs are an important part of "rehabilitation".

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	110	135	51	25	16	4
Instructor	12	10	1	0	0	5
Administrator	6	14	4	0	0	4
Voc. Counselor	2	5	3	0	0	4
Correct. Counselor	3	8	3	0	0	4

$X^2 = 19.1$ df = 16 $p < .26$ C = .21

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	239	184	73	30	34	4
Instructor	37	14	3	0	0	5
Administrator	6	14	6	0	0	4
Voc. Counselor	1	6	0	0	0	4
Correct. Counselor	11	14	5	0	0	4

$X^2 = 41.9$ df = 16 $p < .0004$ C = .24

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 17: Vocational training reduces the chance of ex-offenders returning to prison.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	59	123	79	49	27	4
Instructor	7	9	5	2	0	4
Administrator	2	11	8	3	0	4
Voc. Counselor	2	4	3	1	0	4
Correct. Counselor	1	8	3	2	0	4

$X^2 = 13.8$ df = 16 p< .62 C = .18

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	148	183	135	54	43	4
Instructor	31	19	3	1	0	5
Administrator	5	11	10	0	0	4
Voc. Counselor	2	2	3	0	0	4
Correct. Counselor	4	15	8	3	0	4

$X^2 = 50.2$ df = 16 p< .00001 C = .26

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 18: Vocational training will not help the offender unless his attitudes and interests have also been changed.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	111	161	39	17	9	4
Instructor	17	4	0	0	2	5
Administrator	8	11	4	1	0	4
Voc. Counselor	3	6	0	1	0	4
Correct. Counselor	4	9	1	0	0	4

$X^2 = 27.7$ df = 16 p< .03 C = .25

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	243	209	65	25	20	4
Instructor	27	18	6	3	0	5
Administrator	9	16	0	1	0	4
Voc. Counselor	3	4	0	0	0	4
Correct. Counselor	13	11	4	2	0	4

$X^2 = 14.8$ df = 16 p< .54 C = .15

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 19: Vocational training programs have a positive influence on how residents feel about themselves.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	40	180	78	23	16	4
Instructor	10	9	3	0	1	4
Administrator	4	18	1	1	0	4
Voc. Counselor	5	5	0	0	0	5
Correct. Counselor	1	8	5	0	0	4

$X^2 = 40.6$ df = 16 $p < .0006$ C = .30

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	141	218	135	45	24	4
Instructor	23	26	5	0	0	4
Administrator	7	13	6	0	0	4
Voc. Counselor	3	2	2	0	0	4
Correct. Counselor	4	19	7	0	0	4

$X^2 = 33.3$ df = 16 $p < .007$ C = .22

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 20: There should be a central job placement office at this institution for residents who are released.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	122	115	64	22	14	4
Instructor	9	7	6	1	0	4
Administrator	2	5	9	8	0	3
Voc. Counselor	3	3	3	1	0	4
Correct. Counselor	3	6	1	4	0	4

$X^2 = 41.5$ df = 16 $p < .005$ C = .30

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	349	149	50	7	8	5
Instructor	43	7	4	1	0	5
Administrator	9	14	1	2	0	4
Voc. Counselor	4	3	0	0	0	5
Correct. Counselor	13	9	7	1	0	4

$X^2 = 36.2$ df = 16 $p < .003$ C = .23

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 21: I am satisfied with the present job placement process.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	26	79	104	59	69	3
Instructor	1	2	5	3	12	2
Administrator	1	2	5	10	6	2
Voc. Counselor	0	0	1	4	5	1
Correct. Counselor	0	0	3	7	4	2

$X^2 = 42.8$ df = 16 p< .003 C = .31

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	35	66	139	125	198	2
Instructor	0	4	13	18	19	2
Administrator	0	1	3	16	6	2
Voc. Counselor	0	0	0	2	5	1
Correct. Counselor	1	1	5	15	8	2

$X^2 = 42.3$ df = 16 p< .004 C = .24

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 22: I believe there should be more follow-up and contact with the resident after release.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	53	106	73	60	45	3
Instructor	15	8	0	0	0	5
Administrator	4	13	5	2	0	4
Voc. Counselor	3	6	0	1	0	4
Correct. Counselor	5	8	1	0	0	4

$X^2 = 62.9$ df = 16 $p < .0001$ C = .37

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	111	135	170	68	79	3
Instructor	31	20	2	1	0	5
Administrator	6	20	0	0	0	4
Voc. Counselor	6	1	0	0	0	5
Correct. Counselor	14	13	3	0	0	4

$X^2 = 129.8$ df = 16 $p < .0000001$ C = .40

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 23: Contact should be continued for at least six months after release to help residents use vocational training skills.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	61	134	63	46	33	4
Instructor	13	10	0	0	0	5
Administrator	4	16	4	0	0	4
Voc. Counselor	4	5	0	1	0	4
Correct. Counselor	5	6	3	0	0	4

$\chi^2 = 43.9$ df = 16 $p < .0002$ C = .31

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	139	159	162	47	56	4
Instructor	27	19	7	1	0	5
Administrator	7	16	2	1	0	4
Voc. Counselor	4	3	0	0	0	5
Correct. Counselor	10	14	6	0	0	4

$\chi^2 = 54.8$ df = 16 $p < .00001$ C = .27

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 24: The facilities for vocational training in this institution are adequate.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	1	4	0	8	10	2
Administrator	0	4	1	11	8	2
Voc. Counselor	0	0	3	2	5	1
Correct. Counselor	0	2	0	7	5	2

$X^2 = 24$ df = 12 p< .09 C = .46

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	44	148	115	112	144	3
Instructor	13	16	8	12	5	4
Administrator	3	6	3	11	3	2
Voc. Counselor	0	1	0	5	1	2
Correct. Counselor	2	8	4	11	5	2

$X^2 = 44.3$ df = 16 p< .0002 C = .25

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 25: Teachers are concerned about students in the vocational programs.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	10	10	3	0	0	4
Administrator	6	14	3	0	1	4
Voc. Counselor	1	5	2	1	1	4
Correct. Counselor	1	5	4	3	1	3

$X^2 = 19.7$ df = 12 p< .07 C = .47

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	115	195	146	57	50	4
Instructor	31	21	1	0	1	5
Administrator	10	15	1	0	0	4
Voc. Counselor	3	1	1	1	1	4
Correct. Counselor	4	17	9	0	0	4

$X^2 = 77.7$ df = 16 p< .00001 C = .32

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 26: I am satisfied with the way vocational courses are taught here.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	3	7	4	4	5	3
Administrator	0	7	7	7	3	3
Voc. Counselor	0	3	2	4	1	2
Correct. Counselor	1	3	1	6	3	2

$X^2 = 10.2$ df = 12 p< .60 C = .35

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	78	198	116	103	68	3
Instructor	18	24	6	6	0	4
Administrator	7	14	3	2	0	4
Voc. Counselor	1	2	3	0	1	3
Correct. Counselor	0	14	9	6	1	3

X^2 45.5 df = 16 p< .0001 C = .25

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 27: I am satisfied with the areas of vocational programs presently offered here.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	2	3	2	8	8	2
Administrator	0	3	3	11	7	2
Voc. Counselor	0	0	1	3	6	1
Correct. Counselor	0	2	2	5	5	2

$X^2 = 8.3$ df = 12 p< .76 C = .32

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	51	168	103	125	116	3
Instructor	9	22	9	10	4	4
Administrator	3	10	1	9	3	4
Voc. Counselor	1	1	1	3	1	2
Correct. Counselor	1	4	5	19	1	2

$X^2 = 45.5$ df = 16 p< .0001 C = .25

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 28: There should be a greater variety of vocational programs offered here.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	17	3	3	0	0	5
Administrator	12	11	1	0	0	5
Voc. Counselor	8	2	0	0	0	5
Correct. Counselor	10	3	0	1	0	5

X^2 14.3 df = 9 p< .11 C = .41

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	300	176	68	9	10	5
Instructor	19	24	11	0	0	4
Administrator	11	12	8	0	0	4
Voc. Counselor	4	3	0	0	0	5
Correct. Counselor	10	13	6	1	0	4

X^2 = 19.6 df = 16 p< .24 C = .17

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 29: There should be fewer vocational programs offered here.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	0	0	0	5	18	1
Administrator	0	0	0	8	16	1
Voc. Counselor	0	0	0	0	10	1
Correct. Counselor	0	0	0	3	11	1

$X^2 = 4.5$ df = 3 p< .21 C = .24

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	5	7	33	138	380	1
Instructor	0	0	5	16	33	1
Administrator	0	0	0	10	16	1
Voc. Counselor	1	0	0	0	6	1
Correct. Counselor	0	0	2	13	15	1

$X^2 = 29.4$ df = 16 p< .02 C = .20

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 30: All residents have an equal opportunity to enroll in a vocational training program.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	4	10	1	3	5	4
Administrator	2	7	3	12	0	2
Voc. Counselor	0	3	2	2	3	2
Correct. Counselor	0	6	2	3	3	3

$X^2 = 19.3$ df = 12 p< .21 C = .24

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	100	157	89	92	125	3
Instructor	20	18	5	10	1	4
Administrator	3	9	4	8	2	3
Voc. Counselor	2	2	0	0	3	4
Correct. Counselor	3	12	4	10	1	4

$X^2 = 43.9$ df = 16 p< .0002 C = .25

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 31: I am satisfied with the way residents are matched with a vocational trade area.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	3	4	5	7	4	3
Administrator	1	5	6	9	3	2
Voc. Counselor	0	0	3	4	3	2
Correct. Counselor	0	2	3	6	3	2

$X^2 = 7.7$ df = 12 p< .81 C = .31

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	30	126	188	110	109	3
Instructor	4	18	19	7	6	3
Administrator	0	11	5	10	0	3
Voc. Counselor	1	1	0	3	2	2
Correct. Counselor	1	5	16	8	0	3

$X^2 = 38.8$ df = 16 p< .001 C = .23

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 32: There should be more "hands-on" experience before a vocational trade is selected.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	6	8	8	0	1	4
Administrator	3	16	4	1	0	4
Voc. Counselor	1	7	1	1	0	4
Correct. Counselor	3	7	3	1	0	4

$X^2 = 11.2$ df = 12 p< .51 C = .37

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	93	174	195	73	28	3
Instructor	5	17	20	7	5	3
Administrator	4	19	2	1	0	4
Voc. Counselor	2	2	3	0	0	4
Correct. Counselor	2	12	15	1	0	3

$X^2 = 35.5$ df = 16 p< .003 C = .22

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 33: There should be more testing before a vocational trade is chosen.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	6	10	5	1	1	4
Administrator	1	14	5	2	2	4
Voc. Counselor	2	7	1	0	0	4
Correct. Counselor	1	7	4	2	0	4

$X^2 = 10.8$ df = 12 p < .55 C = .36

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	72	177	181	101	32	3
Instructor	8	24	15	4	3	4
Administrator	4	15	4	3	0	4
Voc. Counselor	2	2	2	1	0	4
Correct. Counselor	1	16	10	3	0	4

$X^2 = 24.6$ df = 16 p < .08 C = .19

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 34: There should be more counseling before a vocational trade is chosen.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	10	7	4	1	1	4
Administrator	2	17	4	1	0	4
Voc. Counselor	2	8	0	0	0	4
Correct. Counselor	1	11	1	1	0	4

$X^2 = 18.9$ df = 12 p< .09 C = .46

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	99	217	141	87	22	4
Instructor	9	23	13	4	2	4
Administrator	5	15	5	1	0	4
Voc. Counselor	5	2	0	0	0	5
Correct. Counselor	1	22	7	0	0	4

$X^2 = 39.9$ df = 16 p< .0008 C = .24

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 35: A meaningful follow-up program exists for those residents who have taken vocational training.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	4	3	4	7	5	2
Administrator	1	2	7	12	2	2
Voc. Counselor	1	0	2	4	3	2
Correct. Counselor	0	2	4	3	5	2

$X^2 = 12.3$ df = 12 p< .42 C = .38

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	39	96	187	135	106	3
Instructor	2	3	15	16	18	2
Administrator	0	1	5	12	8	2
Voc. Counselor	1	1	1	0	4	1
Correct. Counselor	0	2	8	16	4	2

$X^2 = 43.4$ df = 16 p< .0002 C = .25

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 36: Vocational training should include higher level courses that teach advanced job skills.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	8	10	1	3	1	4
Administrator	2	12	8	2	0	4
Voc. Counselor	1	7	2	0	0	4
Correct. Counselor	4	6	4	0	0	4

$X^2 = 16.1$ df = 12 $p < .19$ C = .43

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	262	214	53	20	14	4
Instructor	10	29	8	6	1	4
Administrator	3	15	5	3	0	4
Voc. Counselor	2	3	2	0	0	4
Correct. Counselor	4	16	6	4	0	4

$X^2 = 51.6$ df = 16 $p < .0001$ C = .27

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 37: Vocational training programs are most beneficial when completed just before the resident leaves the institution.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	9	7	5	2	0	4
Administrator	2	10	9	3	0	4
Voc. Counselor	1	5	2	1	1	5
Correct. Counselor	0	8	5	1	0	4

$X^2 = 19.9$ df = 12 $p < .07$ C = .47

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	103	205	131	86	38	4
Instructor	22	20	5	5	2	4
Administrator	4	16	3	3	0	4
Voc. Counselor	5	1	1	0	0	5
Correct. Counselor	4	16	8	2	0	4

$X^2 = 44.0$ df = 16 $p < .0002$ C = .25

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 38: Labor union involvement with vocational training programs would be beneficial to the resident.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	5	9	6	0	3	4
Administrator	3	14	6	1	0	4
Voc. Counselor	4	4	2	0	0	4
Correct. Counselor	4	9	1	0	0	4

$X^2 = 14.2$ df = 12 $p < .29$ C = .41

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	238	204	93	15	13	4
Instructor	14	27	8	4	1	4
Administrator	9	16	1	0	0	4
Voc. Counselor	6	1	0	0	0	5
Correct. Counselor	8	15	7	0	0	4

$X^2 = 28.7$ df = 16 $p < .03$ C = .20

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 39: Many residents are restricted in vocational training because they are denied a transfer to an institution that has the trade they want.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	5	6	10	0	2	3
Administrator	1	8	10	2	3	3
Voc. Counselor	1	3	3	2	1	3
Correct. Counselor	0	6	6	2	0	3

$X^2 = 12.4$ df = 12 $p < .42$ C = .38

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	254	156	106	33	14	4
Instructor	8	11	27	5	3	3
Administrator	0	7	10	7	2	3
Voc. Counselor	2	2	1	0	2	4
Correct. Counselor	1	9	12	7	1	3

$X^2 = 106$ df = 16 $p < .0000001$ C = .37

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 40: Institutional transfers frequently keep residents from completing training in a vocational trade area.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	3	5	8	6	1	3
Administrator	0	6	9	7	2	3
Voc. Counselor	1	1	3	4	1	2
Correct. Counselor	0	5	3	6	0	3

$X^2 = 9.7$ df = 12 p< .64 C = .35

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	142	142	149	87	43	4
Instructor	14	17	11	10	2	4
Administrator	2	10	9	5	0	3
Voc. Counselor	1	4	1	1	0	4
Correct. Counselor	1	8	9	11	1	3

$X^2 = 27.7$ df = 16 p< .03 C = .20

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 41: It is important for a resident to have good academic skills to be successful in a vocational training program.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	6	9	3	4	1	4
Administrator	0	9	5	9	1	3
Voc. Counselor	1	2	2	5	0	2
Correct. Counselor	1	9	1	3	0	4

$X^2 = 16.1$ df = 12 $p < .18$ C = .43

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	105	157	136	120	45	3
Instructor	11	20	7	13	3	4
Administrator	3	12	4	7	0	4
Voc. Counselor	2	0	3	2	0	3
Correct. Counselor	3	9	8	10	0	3

$X^2 = 20.7$ df = 16 $p < .19$ C = .17

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 42: Institutional work assignments provide good vocational training.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	3	10	5	1	4	4
Administrator	2	10	7	5	0	4
Voc. Counselor	0	4	1	4	1	2
Correct. Counselor	1	5	3	3	2	3

$X^2 = 11.9$ df = 12 p< .45 C = .38

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	29	109	140	125	159	2
Instructor	5	12	11	18	8	3
Administrator	0	3	7	14	2	2
Voc. Counselor	1	1	2	3	0	3
Correct. Counselor	0	4	10	9	7	2

$X^2 = 31.0$ df = 16 p< .05 C = .19

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 43: Open entry/open exit programs are an effective approach to vocational training.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	3	8	7	4	1	3
Administrator	2	5	12	3	2	3
Voc. Counselor	0	3	6	1	0	3
Correct. Counselor	0	1	10	2	1	3

$X^2 = 10.6$ df = 12 $p < .57$ C = .36

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	77	190	220	51	25	3
Instructor	9	21	14	5	5	4
Administrator	6	7	7	6	0	4
Voc. Counselor	2	1	1	2	1	3
Correct. Counselor	2	9	11	4	4	3

$X^2 = 26.1$ df = 16 $p < .05$ C = .19

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

Question 44: Institutional work release programs provide good vocational training.

Number of Persons by Response Choice

JUVENILE

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident						
Instructor	7	9	6	0	1	4
Administrator	4	10	9	1	0	4
Voc. Counselor	1	7	2	0	0	4
Correct. Counselor	2	8	4	0	0	4

$x^2 = 8.9$ df = 12 $p < .71$ C = .33

ADULT

	SA (5)	A (4)	N (3)	D (2)	SD (1)	ROUNDED MEDIAN
Resident	180	144	161	37	41	4
Instructor	8	22	19	4	1	4
Administrator	1	5	14	5	1	3
Voc. Counselor	4	2	1	0	0	5
Correct. Counselor	3	11	10	6	0	3

$x^2 = 46.3$ df = 16 $p < .0001$ C = .25

Response Choice

SA = Strongly agree with the statement
A = Agree with the statement
N = Neutral (neither agree nor disagree with the statement)
D = Disagree with the statement
SD = Strongly disagree with the statement

APPENDIX C

CONTENT ANALYSIS OF OPEN-ENDED QUESTIONS

CONTENT ANALYSIS

OF

OPEN-ENDED QUESTIONS

JUVENILE DIVISION

Question 45: WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE VOCATIONAL PROGRAMS AT THIS INSTITUTION?

Residents

Residents would like more job openings in their vocational field, more off-ground jobs, longer programs, incentives, job projects related to their vocational field, more field trips to local businesses, access to books about jobs and about getting jobs, faster off-grounds job clearance, and help in finding a job, i.e. job placement.

The vocational field selection and the skill acquisition phase should have more courses, greater variety and longer classes. The survival skills program needs an expanded innovative curriculum. Residents felt that too often counselors selected courses or classes for them.

Residents felt that there should be an admission criteria for the different programs to screen out residents who do not want to participate and that would only disturb the students who really want to learn. Residents further felt that less restrictions and rules should be given to those individuals who are motivated and interested in vocational areas. Additionally, they felt that the Work Experience

and Career Exploration Program (WECEP) was a facade for mopping floors, picking up garbage, and cutting grass. Residents would also like credit for vocational coursework that would enable them to transfer this credit to vocational area schools when released.

Vocational Instructors

Vocational instructors felt that money should be made available to hire more teachers and that their current salaries be increased. More contact time with the students should be allowed. There also needs to be a greater community willingness to provide jobs for students with some vocational experience. They would also like to see some union backing, such as apprenticeship programs with job placement after release.

Instructors also stated that an interphase of the Department of Corrections Juvenile Division with the school district regional area vocational centers would be beneficial and practical. Residents could use BEOG and ISSC funds to finance vocational training and supplementary coursework at community colleges. Some sort of transportation should be made available to help the juveniles get to the community resources. Instructors felt that personnel are necessary to coordinate local community jobs, and there should be job coaches in each county to assist placement of the juveniles after release.

Instructors would also like to see an increase in orientation, testing, assessment and career exploration. Instructors further stated that more innovative curriculum should be offered, e.g. driver's education. Use of audio-visual equipment with vocational orientation would be highly recommended, and some sort of vocational library should be available in each of the juvenile institutions.

Administrative Staff

Administrative staff would like more programs, teachers, facilities, equipment, supplies, staff and funding. They would also like to see more information made available about vocational skills needed in the job market. A possible solution would be to have a comprehensive library in each institution.

Administrative staff felt that field trips could be an adjunct to existing vocational programs. Further, they felt that better orientation programs as well as more exposure to vocational program areas was a necessary precursor to successful vocational training. They also stated that survival skills involving job hunting, budgeting money, shopping, obtaining housing, resume writing, filling out job application forms and job interviewing were necessary adjuncts to vocational training.

Career exploration which involves trade people in various vocational fields would be a viable means of vocational exposure. This could be possible by better liaison with local communities for access and availability of on-the-job training experiences. Administrative staff also viewed individual assessment and selection as a necessary prerequisite to vocational orientation and career exploration. Additionally, the vocational counseling, testing and placement services were highly recommended. Administrators stated that residents should spend more contact time with vocational instructors. This involvement was viewed as beneficial to changing a resident's attitude and self-concept.

Administrators also stated that involvement with the school district area vocational center would be highly advisable.

Training, certification, placement and follow-up could occur at these facilities with minimal disruption, funding problems and reporting difficulties in the Department of Corrections Juvenile Division. There are financial as well as other complications to be considered if vocational programs were to be implemented in juvenile institutions.

Orientation and career exploration programs need an innovative curriculum that could be implemented and expanded with specific guidelines and objectives. Orientation and career exploration further need a measure of accountability in conjunction with teaching objectives. Operational orientation and career exploration programs are needed in all juvenile institutions with periodic evaluation and assessment. Finally, sufficient staff and funding need to be provided to make available the orientation and career exploration programs of community resources and area vocational centers. More supervisory staff and transportation are needed to provide the resident access to vocational centers.

Administrators, in summary, felt that career exploration and orientation programs should remain in the juvenile institution, with evaluation and assessment occurring periodically. Problems would occur if vocational programs were to be implemented in the Juvenile Division. It is essential that the area vocational centers and school districts be utilized to their full potential. Residents felt that certification was more meaningful if obtained from area vocational centers than from the Department of Corrections own vocational programs within the Juvenile Division.

Counselors

Counselors felt that a vocational plan needs to be prepared for each resident based on testing, interest and need. Counselors further felt that more money should be made available for transportation to off-ground jobs in the community; more recreation be implemented; more job openings created in the community; job placement be improved; and that there be more contact time between residents and vocational instructors.

Counselors provided the following suggestion: Implement a program modeled after true work situations in the community. This would be a process whereby a juvenile would work scheduled hours, realize raises in pay and receive a paycheck. He or she would then be responsible for the survival skills being taught, such as keeping a checking account, paying rent, and learning about insurance and medical benefits.

Workshops should be created in which the different levels of departmental personnel could get together from each of the institutions and exchange ideas and suggestions in terms of a total process--ranging all the way from initial diagnosis to job placement and follow-up. Also, a counselor should be provided to locate jobs for residents in business and industry. Job fairs would allow the resident to meet people in vocational fields, and would allow discussions of the field and employment possibilities. Unions could present lectures and assist in employment or at least explain the problems that would occur in seeking a job after release.

Instruction should occur in job interviewing, job hunting skills, introduction to employer expectations, money management,

and other community survival skills. Counselors also felt that institutional work assignments should be more aligned with some type of vocational training (for example, cooking could be incorporated into a course on restaurant management and diet operations).

Question 46: WHAT HAVE YOU FOUND HELPFUL ABOUT THE VOCATIONAL PROGRAMS AT THIS INSTITUTION?

Residents

Residents felt that vocational programs help them obtain a G.E.D., give them something to do, earn them money, and teach useful skills that can later be used for obtaining a job. Residents further felt that the programs gave them insight into jobs "on the street"; provided knowledge about qualifications for certain jobs; improved their math and reading ability; and gave them exposure to various job areas. Residents, however, felt that the programs would be successful only if the person has the motivation. Residents also felt that involvement in vocational programs is helpful when going to the parole board; aids them in applying for jobs; and will only help if a person really wants to change.

Vocational Instructors

Vocational instructors felt that the programs help the resident accept supervision; achieve better work habits; develop a positive self-image; and increase self-confidence. Such programs also provide a basis for later advancement in a vocational field. Instructors also felt that programs allow a student, who is poor in academic classroom activities, to use his hands constructively in a vocational

area. Further, students became aware of careers by exploring different vocational areas. Additionally, job survival skills enhance a resident's ability to get and keep a job. Testing allows interests and abilities to be identified, and the Work Experience and Career Exploration Program offers a chance for the resident to work.

Administrative Staff

Administrative staff felt that orientation and exploration in the Juvenile Division meet the residents' needs; offer a possible chance to become interested in some type of vocational area; provide career awareness; open up new ideas, provide optimal services on a limited budget; and establish good work habits and attitudes. Additionally, programs introduce job expectations and responsibilities; increase self-esteem; and are a viable alternative for students who are non-academic. Administrators support the hands-on approach and the open entry/open exit process.

Counselors

Counselors felt that the vocational programs favorably affect a resident's attitude; enable a resident to finish his or her education (G.E.D.); and give the resident something to do; residents are able to earn money and become oriented to various vocational areas. Additionally, programs help determine areas of interest and aptitude; occupy a resident's time in a positive fashion; offer an opportunity for those students who are academically limited; and develop helpful work habits and skills, if the resident wants to take advantage of them. Vocational programs also develop a sense of achievement and success for the resident, improving his or her self-esteem.

Question 47: WHAT VOCATIONAL PROGRAMS, BESIDES THOSE ALREADY EXISTING WOULD YOU LIKE TO SEE AT YOUR INSTITUTION?

Residents

Residents indicated that they would like vocational training in any of the following areas: automotive mechanics, business machine repair, building trades, airplane mechanics, carpentry, computers, driver's education, electronics, music, leatherwork, motorcycle repair, nursing, photography, plastics, print shop, sheet metal work, tailoring, truck driving, upholstering, welding, and wood shop.

Instructors indicated that they would like vocational training in any of the following areas: automotive mechanics, business occupations, blueprint drafting, carpentry, driver's education, gardening, graphic arts, home economics, music, motorcycle mechanics, marketing, medical para-professional fields, nursing, tailoring, and woodcraft. They also support an expansion of existing orientation and career exploration programs.

Administrative Staff

Administrative staff indicated they would like to see vocational training in any of the following areas: automotive mechanics, construction trades, electronics, driver's education, drafting, keypunching, heating and refrigeration; horticulture, motorcycle mechanics, printing, plastics, office machine repair, small appliance repair, television repair, tool and die, tailoring and upholstery.

Counselors

Counselors indicated that they would like to see vocational training in any of the following areas: automotive mechanics, computer programming, carpentry, culinary arts, driver's education, laundry services, small engine repair, tailoring, upholstering and welding.

Question 48: WHAT VOCATIONAL PROGRAMS WOULD YOU LIKE TO SEE DROPPED?

Residents

No response.

Instructors

Some vocational training might be too technical or lengthy for a juvenile resident if implemented in the Juvenile Division of the Department of Corrections.

Administrative Staff

No response.

Counselors

No response.

Question 49: OTHER COMMENTS OR QUESTIONS

Residents

Residents felt that the courses offered are not long enough. Also, more job opportunities should be made available in local communities, and more off-ground projects should be started. Job fairs, whereby people who work in the field could come and lecture, need to be implemented. Finally, the WECEP program needs to be evaluated because it is exploited when used for institutional work and maintenance.

Vocational Instructors

Vocational instructors felt that there is a need for better assessment of student status and progress in vocational orientation programs. Further, juveniles are a unique type of offender population and need special types of rules, regulations and instruction. Also, the opportunity to choose a vocational area based on a hands-on experience was limited. Instructors also felt that counselors should not supervise residents in the WECEP program, especially when it often involves institutional work and maintenance.

Not every juvenile is vocationally minded. Therefore, alternatives to vocational training need to be made available so that certain individuals who wish could be sent back to a school district and reintergrated in the academic world.

Administrative Staff

Administrative staff indicated that more jobs need to be made available in the local communities. There should be more assessment, and needs should be matched with trade skills and job placement. Administrators also felt that vocational orientation, assessment and exposure should be expanded, and there should be less classroom warehousing for reasons of easier supervision. Administrators felt that there should be more individual involvement and contact time between vocational instructors and residents, because this interaction has a positive effect. Many administrators were dissatisfied with the WECEP program because they did not have the resources to provide work experiences in the community as intended. Basically, institutional work assignments were thought to reflect vocational training and skills. Groundskeeping,

painting and other maintenance tasks are being done by residents, and CETA money is used to hire supervisory personnel under the WECEP program, calling this work experience and training.

Counselors

Counselors indicated that they would like to see more interaction with other area youth centers because juveniles are different and unique in terms of vocational orientation and training. Further, more testing, diagnosis and assessment should occur initially for every juvenile. While institutionalized, more jobs and on-the-job work experience should be made available to the resident. Finally, a resident's transition is a problem, so some sort of process needs to be devised to efficaciously handle job placement and follow-up.

SUMMARY:

The Juvenile Division doesn't offer vocational programs in the basic descriptions to residents. Therefore, it is advisable to look at the entire process from beginning to end rather than concentrate on vocational programs per se. The Juvenile Division, however, does offer excellent vocational orientation, exposure, and survival skills which should be included and/or expanded in all juvenile institutions.

The Juvenile Division, during intake, has a selection and orientation phase. Basic vocational and academic courses are later offered to residents who will not return to the public school

system. Therefore, concern should center on career planning, exploration, job seeking and job retention. Skill exploration and skill development occurs either in the institution or in the community, with work experience and academic or remedial instruction interphased with vocational coursework. Ideally, a referral process should be devised whereby job development, job coaching and job placement could occur. The Juvenile Division's commitment and goal is one of reintergration into the community, eventual employment and resident self-sufficiency. Moreover, vocational training could continue after release at vocational schools or community colleges. Departmental studies, state studies, and national surveys indicate that few vocational trades have legal restrictions, and that a majority of released offenders find their own employment and work in unskilled or semi-skilled jobs. It is essential, therefore, to assess the entire process from selection, orientation, and assessment to job development, referral, placement and follow-up reporting.

ADULT DIVISION

Question 45: WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE VOCATIONAL PROGRAMS AT THIS INSTITUTION?

Residents

Residents indicated they would like more vocational programs; a better variety of programs; more hours for on-the-job training; more vocational instructors; updated equipment; more shop time; advanced vocational training courses; field trips to business and industry; audio-visual teaching aids; better access to vocational program information, books, texts (vocational reference library); guest speakers; and an incentive-oriented program.

Residents, in general, would like to see vocational training coordinated with industrial needs; have graduation ceremonies for recognition of their accomplishments; be given more employer contact and the ability to be interviewed by potential employers; more minority vocational instructors; vocational courses at night; union involvement (apprenticeship and membership); and financial aid. Residents would like to sit on committees which select vocational programs, and admission criteria for vocational programs, so those students who would likely be disruptive or nonproductive could be denied admission.

Residents, in regard to a process flow, would like increased testing, diagnosis and screening, program incentives, and community support, e.g. advertising to business and union groups to have them visit the institutions and meet residents in the vocational programs. They also support a contract approach which would include conditions of successful completion of training and employment, with possibly

a more meaningful recommendation to the parole board. They also support a job referral, placement and follow-up service to facilitate feedback on ex-offender work conditions and job successes. Additionally, work release centers should be coordinated and interfaced with vocational training and placement, financial aid should be made available for advanced training in the community, and vocational trades that will hire ex-offenders need to be identified. Obviously, this requires a coordinated transition period from an institution to a community, and orientation or interviewing at work release centers.

Vocational Instructors

Vocational instructors would like improved screening and testing of resident interest, aptitude, and ability in vocational fields. Admission standards should be established for placement in vocational programs. Pre-vocational remedial laboratories should be provided in the areas of reading, writing and math, as many residents are deficient in these areas. Advanced courses need to be offered, especially for exceptional students. Such students could possibly function as paid teacher aides. They believe that completion of training should occur just prior to release. A vocational library with reference areas should be established in each institution. Courses could be offered at night, and residents should be allowed to take related courses in other programs.

Instructors need more authority in determining class size, and dismissing or discharging difficult students. The classroom environment is poor for studying in most institutions because the shop and study areas are adjacent; therefore, they are not conducive to learning. Instructors further felt that there should be more

emphasis on changing attitudes of the residents. Instructors would like periodic group meetings with administrative staff, counselors, and other instructors to discuss ideas. Additionally, workshops, conventions and meetings with other instructors in similar vocational fields in other institutions would be beneficial. Instructors could also attend yearly seminars to update their professional education as well as attend workshops for teacher training in corrections.

Instructors felt that follow-up is essential. Feedback to instructors is lacking. Instructors are involved to such an extent that many residents are being placed in a job position because of their own personal involvement and help. Refresher courses and clinics might be offered so that paroled or released offenders could return and explain their work experiences.

Administrative Staff

Administrative staff felt that academic needs should be better coordinated with vocational training; an ex-offender advisement committee should be implemented; a greater variety of vocational programs should be offered; and consumer education and job survival skills need to be expanded to all institutions. Vocational programs should be taught in the same time frame as college semesters. Further, bilingual and handicapped needs should be identified with relevant programs implemented, thereby providing assistance to all different sub-groups within the institution. Instructors should periodically update their professional education. Lastly, administrators felt that a viable placement and follow-up service is needed.

Counselors

Counselors felt that diagnosis or testing should occur initially; a greater variety of vocational programs should be offered; standards should be set for admission into a vocational program, as well as for staying in a program; and advanced coursework should be available. Residents who will not have sufficient time to complete a course should be diverted to on-the-job training.

Counselors would like a better orientation phase involving more counseling and testing. They also support a vocational reference library; updated equipment; advanced coursework; vocational training coordinated with institutional maintenance; vocational training completed close to the offender's release date; closer ties between residents and potential employers; vocational fields correlated with labor demands; making available, at the various work release centers a list of available jobs; and a coordinated job referral, job placement and follow-up service.

Question 46: WHAT HAVE YOU FOUND HELPFUL ABOUT THE VOCATIONAL PROGRAMS AT THIS INSTITUTION?

Residents

Residents felt vocational programs allowed them to obtain job skills, gave them a chance for a new start, gave them exposure to vocational areas and a chance for employment, permitted them to learn at their own pace, and changed their attitudes and work habits positively. They also stated that teachers were extremely helpful, positively affected their attitudes, gave them confidence in their abilities, and taught them something they could apply after release.

Many residents felt that vocational programs gave them an opportunity to obtain a skill, whereas they would not have that opportunity on the street. They also believed that vocational training helped when they went before the parole board, but felt that they need to be released soon after training to put the training to constructive use.

Residents felt that job application, interviewing and resume writing skills were beneficial, and should be expanded. Residents also felt that there should be admission requirements to vocational programs in order to keep out trouble-makers and those individuals of limited ability.

Vocational Instructors

Vocational instructors felt that vocational programs help a resident learn a trade and skill; that contact between instructor and resident helps to positively change a resident's attitude; that vocational training increases a resident's chance to gain meaningful employment; and that training offers good discipline and work habits. Vocational programs offer an opportunity that many residents never had before, or provide further training in a particular vocational area.

Instructors were critical in stating that vocational programs only offered job awareness, with minimal training, and no closure as in a degree. The uncertainty about release from an institution, obtaining additional advanced coursework, and getting a job is perplexing. There should be coordination of contact with business people in vocational fields with the successful completion of vocational training. Such completion of training should coincide with institutional release.

Administrative Staff

Administrative staff felt that teacher involvement was beneficial in changing the attitudes of residents,and that residents gained experience, discipline, a sense of accomplishment and improved self-concept. Additionally, career orientation, open entry/open exit, concerned trainees, and public relations with the community were all necessary and sufficient conditions which should be met to have an effective vocational program.

Counselors

Counselors felt that vocational programs help residents learn how to utilize time constructively, develop good work habits, give them something to do, increase feelings of personal accomplishment, and provide a sense of belonging. Training provides skills that created successes for the resident and is an asset for parole consideration.

Question 47: WHAT VOCATIONAL PROGRAMS, BESIDES THOSE ALREADY EXISTING, WOULD YOU LIKE TO SEE AT YOUR INSTITUTION?

Residents

Residents would like any of the following vocational fields offered: automobile mechanics, airplane mechanics, building trades, carpeting, commercial art, data processing, driver's education, electronics, fireman, heavy equipment operation, motorcycle repair, photography, pinsetting, printing, plastics, surveying, shoe repair, telephone repair, tool and die, tailoring, nursing, and weather courses.

Vocational Instructors

Vocational instructors would like any of the following vocational fields offered: air conditioning repair, auto body repair, building trades, data processing, drafting, forestry, fireman, furniture making, heavy equipment operation, meat cutting, office machine repair, refrigeration, sheet metal, and shoe repair.

Administrative Staff

Administrative staff would like any of the following vocational fields offered: dental hygiene, electronics, heavy equipment operation, nursing, paramedics, typing, small engine repair, vending machine repair, video technology or telecommunications and photography.

Counselors

Counselors would like any of the following vocational fields offered: beauty school, building trades, child care, data processing, dental hygiene, eye glass grinding, horticulture, nursing, paramedics, small engine repair, truck driving, television repair, watch repair and sales merchandising.

Question 48: WHAT VOCATIONAL PROGRAMS WOULD YOU LIKE TO SEE DROPPED?

Residents

No response.

Vocational Instructors

No response.

Administrative Staff

No response.

Counselors

No response.

Question 49: OTHER COMMENTS OR QUESTIONS:

Residents commented that vocational programs are sporadic in their coverage of vocational fields. Closure or completion of vocational training was absent because of problems in length of incarceration, the timing of release with the completion of a vocational program, and residents tranferring to another institution.

Residents stated that more shop time, more projects, program incentives, field trips to business and industry, graduation ceremonies, admission requirements to programs, and job survival skills would be beneficial.

Residents further stated that they need better study areas and better conditions in which to work and learn. Also, the number of teachers should be increased and contact time between instructor and students should also be increased. They would also like guards removed from the classroom and less administrative interference. Residents would like teachers to have the authority to remove unmanageable students, thereby keeping control in the classroom.

Residents would like to see a survey of job areas indicating where ex-offenders are being hired. Also, residents would like to

have vocational training more directly coordinated with work release job availability.

Residents suggested that ex-offenders who do not recidivate be studied to determine why, and also if they were involved in a vocational program. Overall, they desired feedback to instructors concerning job availability in the world of work.

Vocational Instructors

Vocational instructors felt that contact time with students should be increased because it is important in changing the resident's attitudes. They also felt that vocational classes could be offered at night, guards should be kept out of classes, incentives should be provided for involvement in vocational programs, training should be timed with release, and relevant on-the-job work should be provided until parole. Personal counseling for drug problems should exist prior to vocational training.

Instructors would like an increased emphasis on placement, follow-up, and feedback from released offenders to the institutions so that they know what type of work residents are getting in their communities.

Instructors offered a plan whereby vocational training skills for offenders with minimum time could be readily used: Phase I - maximum time: basic education, counseling, pretesting; Phase II - medium time: vocational programs fully equipped without duplication; Phase III - minimum time: job acquisition and survival skills taught with job placement and follow-up services provided. Job fairs and feedback from released offenders should also be included.

Administrative Staff

Administrative staff would like to see improved testing, diagnosis and assessment of resident's aptitudes and needs. Also, career orientation must be more extensive and in depth. Further prep courses which supplement vocational programs should be provided.

Administrators felt that union involvement and solicitation of business and civic organizations should occur. Likewise, a public relations department is needed for this, as well as to assist in job placement and follow-up. Additionally, vocational training needs to be coordinated with work release jobs. Information from work release centers on what jobs are available and what type of job training is needed upon release is also necessary.

Finally, administrators stated that assessment of vocational programs per se is the wrong direction to pursue; rather, research concerning jobs available in society, development of job placement and follow-up services, formation of an ex-offender advisory committee, and more feedback information to the institution is needed. Therefore, an effective process designed from initial intake to employment should be of paramount concern and interest in any further research projects.

Counselors

Counselors would like more time to counsel, assess, and test residents before allowing the resident to make a choice of vocational programs. They would also like to see an expansion of vocational program types so more residents could get involved. Further,

counselors would like a day work release program for residents who have completed training and are awaiting parole. Finally, counselors stated that job placement and follow-up services need to be developed.

SUMMARY:

The Adult Division provides initial orientation, diagnosis, and testing that eventually leads to admission into a vocational program. After skills are acquired in a program, certain areas begin to unfold as problematic. These areas concern job acquisition, job survival, and job retention skills while incarcerated, as well as referral, job placement and follow-up services once released. Emphasis is, therefore, not on vocational program development per se, but on designing a process from the initial stages to completion. This is valuable to the residents, viable to the correctional system, culminates in lower recidivism rates, and incorporates antecedents of job placement, follow-up and feedback information to the department. This lends itself to improved decision making and accountability. This is further substantiated by the fact that state agencies periodically direct local evaluations of vocational programs at the various institutions, and provide one and five-year plans. Accordingly, those evaluation reports are specifically aimed at providing sufficient programs and serve as a mechanism for constant evaluation of programs.

During on-site visits, numerous departmental personnel indicated that the majority of residents are deficient in reading, writing and math skills. This was substantiated further in

comparison of state and national literature. Consequently, the Adult Division is committed to providing G.E.D. education and remedial education under Title I monies. However, some residents still lack aptitude, interest and desire, or do not meet minimal academic requirements for admission to vocational programs.

Content analysis indicated a lack of funds to update vocational equipment and provide salary increases for vocational instructors. Further, a variety of vocational areas are needed to address a larger segment of residents' needs. Programs were not geared directly to meet the handicapped, aged, or the non-English speaking residents. Additionally, many vocational programs had waiting lists.

Programs and facilities were generally regarded as adequate, considering the needs which exist in related areas. In general, the areas for further development are vocational testing, diagnosis and counseling, job referral, placement and follow-up. Feedback mechanisms, like validation of job market needs and quality of training are required. Coordination of vocational training with job offerings at work release centers is suggested. Many offenders who are released work in unskilled jobs found by relatives, friends or instructors. Ideally, vocational training should be completed shortly before release; however, training is often completed too early, not completed, the individual is transferred prior to completion, or the residents work in unrelated institutional jobs while awaiting parole. Union involvement with apprenticeship programs are of special interest and need. Also, graduation ceremonies for recognition of resident accomplishment is recommended. Statements addressed a desire for a vocational library, modular

programs for short-term offenders, institutional work assignments related to vocational training, admission requirements for entrance into vocational programs, and greater authority on the part of the teachers to dismiss disruptive students. The area of community contact was also addressed. Statements indicated a desire for ex-offender advisory committees, career days, employer days, tours, field trips, advanced classroom instruction, and rap sessions about ex-offenders' employment in the world of work.

Overall, clear goals need to be established, and a definite commitment to vocational preparation as well as support in gaining meaningful employment upon release needs to occur. Finally, job placement by state agencies should include useful follow-up and feedback information related to job availability and demands, the job skills required, effectiveness of training and the overall effectiveness of placement in order that there be accurate decision making and accountability to the process flow.

A final report entitled "Vocational Preparation in U. S. Correctional Institutions, 1974", completed by the United States Department of Labor and Manpower Administration, showed many of the concerns highlighted by this evaluation project in the state of Illinois. They found the following:

1. Those residents who secure meaningful employment, following release from a correctional institution, evidence a much lower rate of recidivism than those who do not.

2. As size of an institution increased, the percentage of inmates receiving vocational training decreased.

3. Freedom to choose training and the type of training was important from a motivational point of view.

4. A limited variety of vocational programs, and openings in existing programs, and sufficient time to complete the programs were all definite problems encountered.

5. The relationship between training and outside employment was poor. Because it lacked coordinated job placement, community involvement and follow-up was deficient.

6. Relatives or friends found most of the unskilled jobs for inmates, and vocational instructors sporadically helped in relation to a previous employer or personal friend.

7. It was discovered that the location of many prisons was a hinderance to vocational preparation. Therefore, there was less community contact, less qualified personnel, fewer job placements, fewer job openings and less counseling.

8. There should be an increased emphasis on work release and job placement, referral and follow-up.

9. Meaningful vocational preparation was hindered by residents that had short sentences to serve.

10. It is a basic misconception that attitudes of business people toward hiring ex-offenders was causing poor job placement. In fact, it was the entire process of not having a viable job placement, referral and follow-up service, and the funding of such, that was the chief problem.

11. It was discovered that most programs in the vocational area did not provide incentives, pay increases, or give any appraisal or recognition for accomplishments.

12. It was stated that entrance requirements of a G.E.D., custody level, passing a test, or time to complete a particular program and reading, writing, or math abilities were barriers to entrance in a vocational program.